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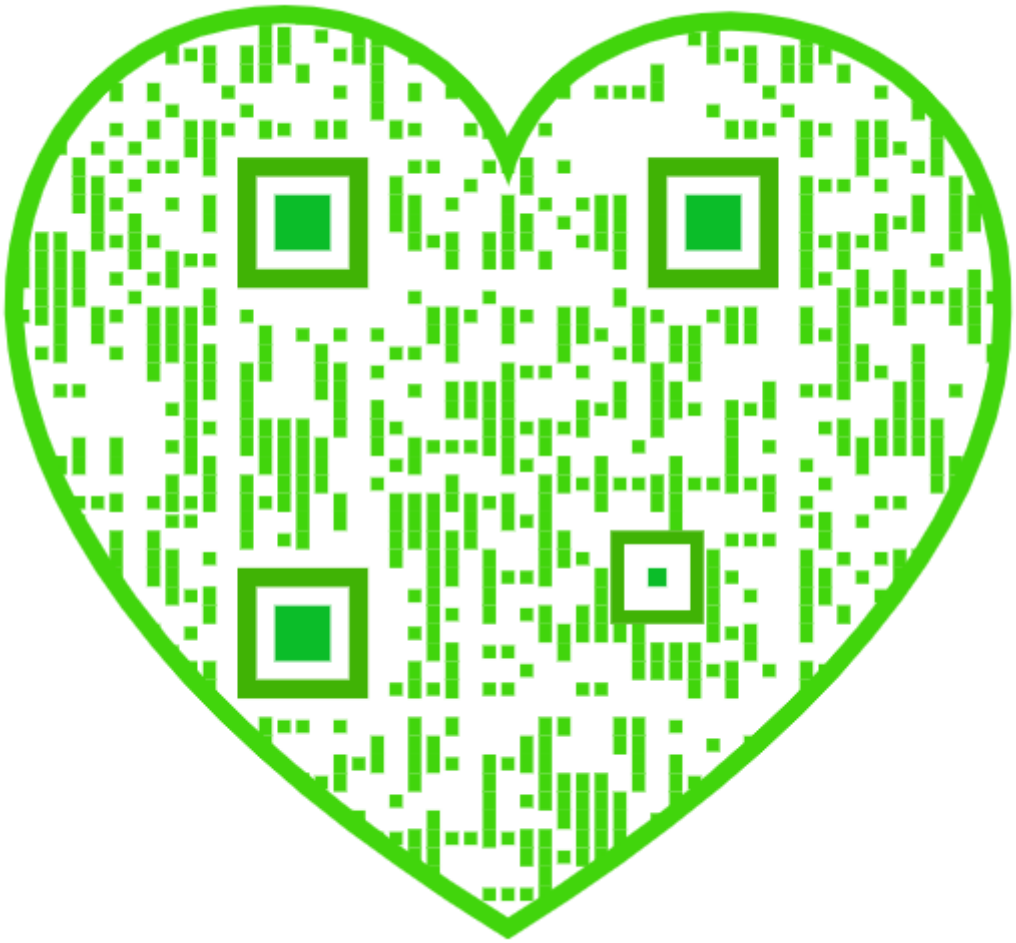

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1000 PEDAGOGICAL DON'TS

—OR—

HOW TO TEACH AND HOW NOT TO TEACH.

BY TWENTY AUTHORS.

EDITED BY

J. D. HOLCOMB.

CLEVELAND, OHIO:
J. R. HOLCOMB & CO., PUBLISHERS.

1000 PEDAGOGICAL

DON'T'S

—OR—

HOW TO TEACH AND HOW NOT TO TEACH.

A SERIES OF

EDUCATIONAL COMMANDMENTS

POINTING OUT BRIEFLY BUT CLEARLY AND AUTHORITIVELY

ERRORS TO BE AVOIDED

AND TELLING PLAINLY

WHAT TO DO IN ORDER TO BECOME A SUCCESSFUL TEACHER.

EACH DON'T OR COMMANDMENT IS BASED ON SOME WELL-KNOWN STANDARD AUTHORITY OR WORK, TO WHICH SPECIFIC REFERENCE IS MADE.

A HAND-BOOK OF MODERN METHODS, RULES, AIDS AND DEVICES PERTAINING TO EVERY PHASE OF SCHOOL WORK; CONTAINING THE GIST OF MANY COSTLY VOLUMES AND PRESENTING AN EPITOME OF PEDAGOGICAL SCIENCE.

EDITED BY
J. D. HOLCOMB.

CLEVELAND, OHIO:
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"Thou must be true thyself,
If thou the truth wouldst teach;
Thy soul must overflow, if thou
Another's soul wouldst reach."

PREFACE.

To busy teachers, who are seeking light on the perplexing problems connected with Methods of Teaching and School Management, this epitome of the views of leading educators, is respectfully dedicated.

Each DON'T is substantially a quotation from some recognized standard authority, proper credit and accurate reference being made in each case. While the syntactical structure of the sentences quoted has often been changed somewhat to conform to the plan of the work, the meaning of the author has been carefully preserved. This makes the manual a reliable Compendium of Rules on the Theory and Practice of Teaching. It contains the gist of many costly volumes, classified and arranged for ready reference.

No effort has been made to harmonize the various views presented, the aim being to include representative opinions on all of the topics embraced in the manual. It contains not the whims of a one-sided specialist but the combined wisdom of the many.

Of course this manual is not intended to supersede the more extended works from which it has been so largely drawn. They are for patient, continued study; this is for quick and constant reference. They plant principles and elaborate theories; this shoots straight at the mark a thousand arrows, barbed so they will stick in the mind.

Those who wish to make a deeper study of Pedagogics are respectfully referred to the following-named works from all of which quotations have been freely made with the kind permission of the respective publishers whose names are given in alphabetical order:

(1) Baldwin's School Management, (2) Johonnot's Principles and Practice of Teaching, D. Appleton & Co; (3) DeGraff's School-Room Guide, (4) Hoose's Methods of Teaching, C. W. Bardeen; (5) Page's Theory and Practice of Teaching, (6) Holbrook's School Management, (7) Giffin's Way to Teach, (8) Northend's Teacher's Assistant, A. S. Barnes & Co.; (9) Hoffman's Science of Mind, Fowler and Wells Co.; (10) Mason's 1000 Ways of 1000 Teachers, A. Flanagan; (11) Swett's Methods of Teaching, (12) Calkins's Manual of Object Teaching, Harper & Bros.; (13) Spencer on Education, J. R. Holcomb & Co.; (14) Parker's Talks on Teaching, (15) Dewey's Manners, (16) Kellogg's School Management, E. L. Kellogg & Co.; (17) Wickersham's Methods of Instruction, J. B. Lippincott Co; (18) Orcutt's Teachers' Manual, New Eng. Pub. Co.; (19) Brooks's Normal Methods of Teaching, (20) Mental Science and Culture, Penn Publishing Co.; (21) Raub's School Management and Methods of Teaching, Raub & Co.; (22) Lind's Methods of Teaching Country Schools, (23) Coombs's School Management, J. E. Sherrill; (24) Kiddle's How to Teach, (25) White's Elements of Pedagogy, (26) Eclectic Manual of Methods, Van Antwerp, Bragg & Co. The other works quoted from are of English authorship. Some of them are reprinted here, and all are supplied by the publishers of this manual.

Many teachers read spasmodically, or not at all. This ought not to be. There should be regular study and constant growth. Make it a point to get at least one new idea each day. If you have no time for the larger works, you can at least keep this manual in your pocket or on your desk for daily reference. It is a trustworthy guide and we have aimed to make it truly helpful. That it may make you a happier and better teacher is the earnest wish of

THE AUTHOR.

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PEDAGOGICAL DON'TS

RULES

1 **Don't** draw up a series of rules for the government of your pupils on the first day of school. *Raub's Sch. Man.*, p. 65.

2 **Don't** make many rules. *Raub's Sch. Man.*, p. 196.

3 **Don't** make unreasonable rules. *Raub's Sch. Man.*, p. 196.

4 **Don't** make inflexible rules under any conditions. *Raub's Sch. Man.*, p. 198.

5 **Don't** make any rules unless you mean to enforce them. *Raub's Sch. Man.*, p. 198.

6 **Don't** make many rules with penalties attached. *Raub's School Management*, p. 196.

7 **Don't** forget this rule, "Commend when you can, and censure when you must." *Raub's Sch. Man.*, p. 125.

8 **Don't** adopt regulations that are likely to insinuate that pupils cannot be trusted. *Raub's Sch. Man.*, p. 190.

9 **Don't** permit rules to remain on the list without attempting to enforce them. Rules disobeyed without punishment are worse than no rules at all. *Raub's School Management*, p. 198.

10 **Don't** make a rule until there is a necessity for it. This avoids all rules on the first day. *Coombs's Sch. Man.*, p. 100.

11 **Don't** begin by telling pupils what they must not do. *Coombs's Sch. Man.*, p. 125.

12 **Don't** make any rules that can not be enforced, nothing will injure you more than an impracticable rule. *Coombs's Sch. Man.*, p. 99.

13 **Don't** make many rules, nor useless ones; if you do they will be broken. *Coombs's Sch. Man.*, p. 99.

14 **Don't** make the programme your master. *Coombs's Sch. Man.*, p. 88.

15 **Don't** forget that it is much easier to prevent a disturbance than to rectify it. *Coombs's Sch. Man.*, p. 88.

16 **Don't** make any rules that have not been well considered beforehand. *Orcutt's Teachers' Manual*, p. 21.

17 **Don't** fail to impress upon the minds of your pupils that they must be subject to the laws of the school at all times. *Orcutt's T. M.*, p. 28.

18 **Don't** forget that the pupil must be taught and made to believe that all school regulations and laws are based on authority. *Orcutt's T. M.*, p. 23.

19 **Don't** forget that a system of rules while it lasts must be inflexible, earnest, strong, thorough. *Orcutt's T. M.*, p. 24.

20 **Don't** try to see how many rules you can make. There should be a *few* cast-iron rules beginning with "Thou shalt," or "Thou shalt not." *Hughes's Mistakes in Teaching*, p. 54.

21 **Don't** be perpetually making commands. *Spencer on Ed.* p. 199.

22 **Don't** give an order without having it obeyed by all to whom it is given. *Hughes's Mistakes in Teaching*, p. 70.

23 **Don't** give a command when a suggestion will do instead. *Hughes's Mis. in Teaching*, p. 36.

24 **Don't** make a single rule which you do not rigidly enforce. *Swett's Meth. of T.*, p. 98.

25 **Don't** make many rules, nor indulge in much talking about infringements of them. *Swett's Meth. of T.*, p. 71.

26 **Don't** make cast-iron rules with unchangeable penalties. *Swett's Meth. of T.*, p. 75.

27 **Don't** forget that you can more easily win children by kindness than drive them by authority. *Swett's Meth. of Teach.*, p. 89.

28 **Don't** reprove, but encourage, slow plodding children. *Swett's Meth. of Teach*, p. 87.

29 **Don't** forget that prompt obedience if insisted upon in little things becomes available for great things. *Fitch's Lect. on Teaching*, p. 103.

30 **Don't** have a needless multiplication of unmeaning offices in a school. *Fitch's Lect. on T.*, p. 98.

31 **Don't** tell your pupils *only* what not to do, but also what to do. *Giffin's Way to Teach*, p. 5.

32 **Don't** announce rules of order the first day, but say, "I expect each pupil to do just what he thinks is right." *Baldwin's Art of School Man.*, p. 116.

33 **Don't** forget that "*Keep the pupils interested and busy*" is the best rule ever given for the management of schools. *Baldwin's Art of School Man.*, p. 125.

34 **Don't** rule as a tyrant nor depend upon heart-power alone to govern your school. Use all the elements of governing power. *Baldwin's Art of School Man.*, p. 134.

RECITATION

1 **Don't** criticise pupils while reciting, but wait until they have finished. *Coombs's Sch. Man.*, p. 56.

2 **Don't** forget that he who cannot manage a recitation skillfully cannot teach. Recitation is the chief means of imparting instruction. *Coombs's Sch. Man.*, p. 47.

3 **Don't** forget that recitation is the place where inaccuracies should be corrected. *Coombs's Sch. Man.*, p. 48.

4 **Don't** forget that in the recitation it is the duty of the teacher to ascertain the extent of preparation, and to estimate the daily progress of every pupil. *Coombs's Sch. Man.*, p. 47.

5 **Don't** have classes so large as not to be able to have every pupil recite at every recitation. *Orcutt's T. M.*, p. 77.

6 **Don't** forget that as the recitation is wholly the work of the pupil, he should recite independently and topically, as far as possible. *Orcutt's T. M.*, p. 123.

7 **Don't** adopt any order of recitation for the class.
Orcutt's T. M., p. 104.

8 **Don't** forget that study and recitation are the only business of the pupils in the school-room. *Orcutt's T. M.*, p. 30.

9 **Don't** forget that instruction is useful and important only so far as it secures, directs, and controls earnest study and careful recitation. *Orcutt's T. M.*, p. 101.

10 **Don't** deprive your scholars of individual and daily recitations for if you do you rob them of half the benefit of the school.
Orcutt's T. M., p. 102.

11 **Don't** forget that recitation is the exercise of expression, and like study belongs wholly to the scholar. *Orcutt's T. M.*, p. 76.

12 **Don't** think any lesson has been fully learned, and fixed in the memory until it has been carefully recited.
Orcutt's T. M., p. 77.

13 **Don't** substitute a lecture by yourself for a recitation by your class. *Orcutt's T. M.*, p. 98.

14 **Don't** stand too near the class but take such a position as will enable you to see every pupil at the same time.
Hughes's Mis. of T., p. 22.

15 **Don't** continue a lesson too long. *Hughes's Mis. in T.*, p. 87.

16 **Don't** look fixidly at the pupil who is reading or answering. If there is one pupil who does not need watching he is the one.
Hughes's Mis. in T., p. 82.

17 **Don't** try to teach too many points in a single lesson.
Hughes's Mis. in T., p. 93.

18 **Don't** devote attention chiefly to the smart pupils in your class.
Hughes's Mis. in T., p. 95.

19 **Don't** stop short with hearing a lesson, add something to it; discuss it, talk about it, even though you cannot reduce the talk to precentage. *Swett's Meth. of Teach.*, p. 96.

20 **Don't** fail to have something interesting to say to your scholars at every recitation. *Swett's Meth. of Teach.*, p. 89.

21 **Don't** begin a recitation until you have prepared the lesson yourself and decided how much of the work the pupils can do for themselves. *Giffin's Way to Teach*, p. 25.

22 **Don't** name the pupil who is to recite before asking a question.
Giffin's Way to Teach, p. 24.

23 **Don't** use a text-book in conducting your recitations.
Giffin's Way to T., p. 6.

24 **Don't** call on bright pupils more frequently than on dull ones.
Giffin's Way to Teach, 24.

25 **Don't** forget that the school-room presents no more delicate or difficult work than the recitation, and that nothing else tests more severely the teacher's skill.
Wickersham's M. of Ins., p. 154.

26 **Don't** forget that the thing to be studiously avoided by the teacher in recitations is the asking of such questions as by their form give the class an idea of the answer.
1000 *Ways of* 1000 *T.*, p. 127.

27 **Don't** forget that in every recitation the attention of the pupils who are not reciting should be directed to the one who is reciting, for mistakes of omission as well as commission.
1000 *Ways of* 1000 *T.*, p. 126.

28 **Don't** recite for a pupil or class, it will do the pupil no more good than to eat his dinner for him. 1000 *Ways of T.*, p. 175.

29 **Don't** resort to the book during recitation. 1000 *Ways*, p. 127.

30 **Don't** let any lesson be longer than three-quarters of an hour.
Fitch's Lect. on Teach., p. 63.

31 **Don't** require a class in the primary grades to spend more than half an hour, at one time, in the same exercise.
Kiddle's How to Teach, p. 253.

32 **Don't** allow pupils to use unnatural tones in speaking or reading.
Kiddle's How to Teach, p. 28.

33 **Don't** rely to much on simultaneous recitations.
Page's Theory and Prac. of Teaching, p. 151.

34 **Don't** continue recitations too long. Short, lively recitations are better than long, dull ones. *Baldwin's Art of S. M.*, p. 328.

QUESTIONING

1 **Don't** put questions in such form as to suggest the answer. *Page's Theory and Prac. of Teaching*, p. 134.

2 **Don't** fail to give due regard to the matter, form, and mode of the questions you ask, and to give equal attention to the matter, form, and mode of the answers. *Orcutt's T. M.*, p. 96.

3 **Don't** tell pupils that they are wrong, when they make mistakes, but ask the question that will set them right. *Parker's Talks on T.*, p. 118.

4 **Don't** fail to have the questioning at the close of a lesson searching and directed to the most important features. *Gill's Sch. Man.* p. 132.

5 **Don't** neglect in forming questions to see that they are well worded, not ambiguous, but pertinent to the subject and demanding a specific reply. *Gill's Sch. Man.*, p. 132.

6 **Don't** fail when an error has been made and corrected by the pupil who made it, to give him the same question a few minutes afterwards. 1000 *Ways of* 1000 *T.*, p. 188.

7 **Don't** think that your duty consists in keeping your pupils still and getting replies to questions, many of which you could not answer yourself. 1000 *Ways of* 1000 *T.*, p. 176.

8 **Don't** apply to another pupil for an answer to a question before the one who is reciting has finished. *Giffin's Way to T.*, p. 25.

9 **Don't** allow more than one pupil to ask or answer a question at the same time. *Giffin's Way to Teach*, p. 25.

10 **Don't** ask questions that are not worth answering. *Giffin's Way to Teach*, p, 26.

11 **Don't** allow a pupil to answer a question with a rising inflection. *Giffin's Way to Teach*, p. 27.

12 **Don't** ask a second question until the first has been satisfactorily disposed of. *Giffin's Way to Teach*, p. 26.

13 **Don't** commence by asking questions that are not easy for your pupils to answer. *Calkins's M. of Obj. T.*, p. 51.

14 **Don't** use formal questions. *Calkins's M. of Obj. T.*, p. 352.

15 **Don't** put questions that you could not answer yourself, or to which you have no reasonable right to expect an answer. *Fitch's Lect. on Teach.*, p. 159.

16 **Don't** leap to the conclusion that because your question is not answered nothing is known. Take your question back, alter its shape, or put a simpler one. *Fitch's Lect. on T.*, p. 161.

17 **Don't** forget that by skillful questioning the pupil is led to discover truth for himself. *Baldwin's Art of S. M.*, p. 332.

18 **Don't** neglect to encourage your pupils to invent new questions on each rule before you pass from it to the next.
Fitch's Lect. on T., p. 272.

19 **Don't** forget that questioning is the grandest method of the skilled and cultured teacher in teaching new facts or thoughts.
Hughes's Mistakes in Teaching, p. 94.

20 **Don't** accept partial answers from your pupils.
Hughes's Mis. in T., p. 98.

21 **Don't** put questions to pupils in rotation, for in that way you are teaching but one at a time. *Hughes's Mis. in T.*, p. 80.

22 **Don't** repeat a question for the sake of those who do not hear it the first time. *Hughes's Mis. in Teaching*, p. 87.

23 **Don't** allow pupils to know who is likely to receive a question until it has been given. *Hughes's Mis. in T.*, p. 80.

24 **Don't** confine yourself to the printed questions of the text-book, and do not require your pupils to give their answers in the exact words of the text- book. *Swett's Meth. of Teach.*, p. 97.

25 **Don't** neglect occasionally to let your pupils question one another. It will do them as much good to ask a question as to answer it.
Swett's Meth. of T., p. 95.

26 **Don't** repeat a question. Your pupils should be attentive and hear it the first time. *Raub's Sch. Man.*, p., 125.

27 **Don't** ask aimless, obscure, or irrelevent questions.
Raub's Sch. Man., p., 126.

28 **Don't** ask all the questions, permit your pupils to ask some.
Raub's Sch. Man., p. 128.

29 **Don't** ask questions only of the attentive ones, but question the inattentive ones. *Raub's Sch. Man.*, p. 125.

30 **Don't** put your questions in such a manner that your pupils can answer them without thought. *Raub's Sch. Man.*, p. 125.

31 **Don't** fail to give promiscuous questions.
Raub's School Management, p. 125.

32 **Don't** question your pupils in the order in which they are seated, or in alphabetical order. *Raub's Sch. Man.*, p. 125.

33 **Don't** put questions that include too much.
Raub's Sch. Man., p. 126.

34 **Don't** put questions that can be answered by yes or no.
Raub's Sch. Man., p. 127.

35 **Don't** put questions which are alternate in form.
Raub's Sch. Man., p. 127.

36 **Don't** put your questions in an improper tone of voice.
Raub's Sch. Man., p. 125.

37 **Don't** depend on the text-book for questions and answers.
Raub's Sch. Man., p. 125.

38 **Don't** ask questions unless they cover the entire ground of the lesson. *Raub's Sch. Man.*, p. 126.

39 **Don't** allow any questions to be asked for mere pertness, or a desire to puzzle. *Raub's Sch. Man.*, p. 128.

40 **Don't** question always alike. Use variety. *Raub's S. M.*, p., 129.

41 **Don't** forget that right questioning will set the learners thinking.
Fitch's Art of Questioning, p. 79.

42 **Don't** use many words in questioning, say as little as possible.
Fitch's Art of Ques., p. 60.

43 **Don't** tell much in your questions. *Fitch's Art of Ques.*, p. 61.

44 **Don't** forget that questioning is better than telling.
Baldwin's Art of School Man., p. 348.

45 **Don't** fail to ask questions in their logical order.
Baldwin's Art of School Man., p. 348.

46 **Don't** forget that the art of teaching consists in starting the right questions and urging them along the track of inquiry toward their goal in finding the truth. 1000 *Ways of* 1000 *T.*, p. 185.

47 **Don't** allow questions out of the class during recitation.
DeGraff's Sch. R. Guide, p. 309.

ATTENTION

1 **Don't** forget that curiosity is the parent of attention. Kindle curiosity. *Archbishop Whatley.*

2 **Don't** forget that a good plan for cultivating attention is to call frequently for a report or repetition of some explanation or information given by teacher or any of the pupils.
Meth. of T. in Country Sch., p. 43.

3 **Don't** forget that striking illustrations or word-pictures generally secure attention. *Fitch's Art of Sec. Attention*, p. 103.

4 **Don't** attempt to teach too much, or go on too fast.
Fitch's Art of Sec. Attention, p. 114.

5 **Don't** forget that mathematics are especially valuable in cultivating the power of attention. *Brooks's N. M. of T.*, p. 47.

6 **Don't** fail to secure attention at all hazards.
Brooks's N. M. of T., p. 47.

7 **Don't** try to startle a class into being orderly or attentive, they they will learn to wait for the thunder-clap before giving attention. *Giffin's Way to Teach*, p, 33.

8 **Don't** forget that attention is best secured by proper and related object lessons. *Baldwin's Art of School Man.* p. 319.

9 **Don't** forget that attention requires clear and unwavering exposition of the points to be attended to, and also a certain amount of quiet contemplation. *Currie's Com. Sch. Ed.*, p. 77.

10 **Don't** forget that the power of attention is the result of habit; time must therefore be allowed for its growth.
Currie's Com. Sch. Ed., p. 77.

11 **Don't** try to secure attention by mere compulsion.
Currie's Com. Sch. Ed., p. 75.

12 **Don't** forget that he who cannot secure attention cannot teach.
Coombs's Sch. Man., p. 53.

13 **Don't** think that pupils will be attentive if they are not interested.
Coombs's Sch. Man., p. 121.

14 **Don't** forget that attention is a necessary condition of remembering. Let no mind wander. *Coombs's Sch. Man.*, p. 121.

15 **Don't** fail to make every effort to secure the fixed attention of every pupil in the class to whatever is inspected, done, or said.
Swett's Meth. of Teach, p. 56.

16 **Don't** forget that the foundation of memory is attention; as is the earnestness of attention so is the duration of remembrance.
Swett's Meth. of T., p. 60.

17 **Don't** forget that you should aim to form in your pupils the habit of attention, or the power of concentrating the mind on the duty of the hour. *Gill's Sch. Man.*, p. 46.

18 **Don't** neglect to discipline the pupil in the habit of listening.
Orcutt's T. M., p. 95.

19 **Don't** force, but attract, the attention of young children to the lessons. *Calkins's M. of Obj. T.*, p. 352.

20 **Don't** forget that teaching, to be successful must be adapted to win attention. *Calderwood on T.*, p. 57.

21 **Don't** think attention is to be secured by mere exercise of authority. *Calderwood on T.*, p. 48.

22 **Don't** consider mental training complete until the attention has become obedient to the will. *Dictionary of Ed.*, p. 39.

23 **Don't** forget that the art of memory is the art of attention.
Dr. Johnson.

24 **Don't** try to proceed with the lesson without the attention of the whole class. *Page's Theory and Prac. of T.*, p. 146.

25 **Don't** fail to bear in mind that the main thing is to get the whole mind concentrated on the work in hand, whatever it may be.
R. H. Quick, M. A.

26 **Don't** forget attention, arrangement, association—the three A's relating to memory culture. *R. H. Quick, M. A.*

27 **Don't** forget that intensity of attention depends entirely on interest. You must arouse interest. *R. H. Quick, M. A.*

DISCIPLINE

1 **Don't** refuse a pupil's side of a story, give him a hearing after, if not in school hours. *Giffin's Way to Teach*, p. 25.

2 **Don't** be changeable in your discipline. *Giffin's Way to T.*, p. 32.

3 **Don't** tell a child of a fault without at the same time explaining how it may be made right—how the fault may be redressed. *Hoffman's Science of Mind*, p. 129.

4 **Don't** fail to give the pupil a clear idea of what you want him to do. *Coombs's Sch. Man.*, p. 51.

5 **Don't** think that teaching exists for the sake of discipline, but discipline for the sake of teaching. *Calderwood on T.*, p. 25.

6 **Don't** forget that you will have order if you show yourself determined to have it. *Gill's Sch. Man.*, p. 92.

7 **Don't** forget that pupils yield obedience easier if they feel that what is required of them is just and reasonable. *Gill's Sch. Man.* p. 111.

8 **Don't** forget that discipline has its springs in the character of the teacher. *Gill's Sch. Man.*, p., 85.

9 **Don't** forget that the example of the teacher has a most powerful influence on the discipline of the school. *Calkins's M. of Obj. T.*, p. 329.

10 **Don't** attempt to govern your class by naming individual pupils and charging them with faults. *Calkins's M. of O. T.*, p. 323.

11 **Don't** fail to check idleness by pointing to its evils. *Calkins's M. of Obj. T.*, p. 329.

12 **Don't** fail to train your pupils to do exactly what you request them to do—no more, no less. *Calkins's M. of Obj. T.*, p. 353.

13 **Don't** forget that public opinion should be employed to secure good order, control recklessness, subdue rebellion, and crush out the evil tendency of bad habits. *Orcutt's T. M.*, p. 35.

14 **Don't** forget that it is much easier to govern perfectly than partially, to say nothing of the clear gain in temper and comfort. *Orcutt's Teachers' Manual*, p. 24.

15 **Don't** think discipline is the art of rewarding and punishing, of making pupils speak and be silent; it is the art of making them perform, in the most appropriate, easy, and useful manner, all the duties of the school. *Orcutt's T. M.*, p. 9.

16 **Don't** forget that lack of discipline is a ruinous defect in any school. *Orcutt's T. M.*, p. 11.

17 **Don't** fail to compel each scholar to do all he is able to do, and then all will be equally benefitted by the discipline of school life. *Orcutt's T. M.*, p. 111.

18 **Don't** allow your pupils to discover that they can annoy you. If they are noisy, you must keep calm, cool, and quiet. *Swett's Meth. of T.*, p. 87.

19 **Don't** fail to be tolerant of thoughtlessness, and severe only in disobedience. *Swett's Meth. of Teach.*, p. 73.

20 **Don't** over-govern, and multiply commands, nor needlessly repeat them. *Fitch's Lect. on T.*, p. 95.

21 **Don't** think you will get obedience by demanding or claiming it; obedience is a habit and must be learned like other habits, rather by practice than by theory. *Fitch's Lect. on T.*, p. 93.

22 **Don't** imagine you can be a successful teacher without requiring perfect discipline in a class or school. *Fitch's L. on T.*, p. 92.

23 **Don't** allow your discipline to be such that copying or friendly suggestion during recitation shall be possible. *Fitch's Lect. on Teach.*, p. 271.

24 **Don't** give a command unless you are sure you can enforce it, or unless you mean to see that it is obeyed. *Fitch's Lect. on T.*, p. 94.

25 **Don't** fail to point out the difference between tale-bearing and truthfulness clearly to your pupils. *Currie's C. S. Ed.*, p. 21.

26 **Don't** fail to do your utmost to prevent faults before you think of punishing them. *Currie's Com. Sch. Ed.*, p. 197.

27 **Don't** deal with your pupils in any other spirit than that of justness and kindness, or they can not respect your government. *Currie's Com. Sch. Ed.*, p. 212.

28 **Don't** exaggerate the merit of a good action to make it appear more worthy of its reward nor misrepresent a fault to cover the infliction of excessive punishment. *Currie's C. S. Ed.*, p. 212.

29 **Don't** think that children like to have their own way at school. They will not chafe long under just restraint. Control develops reverence. *Hughes's Mistakes in Teaching*, p. 50.

30 **Don't** allow yourself to be variable in discipline, assert your will power without making yourself offensive or tyrannical. *Hughes's Mis. in T.*, p. 68.

31 **Don't** confound the accidental with the incidental, nor thoughtlessness with design. *Hughes's Mis. in T.*, p. 25.

32 **Don't** confound giving information or evidence with tale-bearing. *Hughes's Mis. in Teaching*, p. 30.

33 **Don't** treat the pupils as though they were anxious to violate the rules of the school. *Hughes's Mis. in T.*, p. 71.

34 **Don't** allow pupils to be frequently troublesome without notifying their parents. *Hughes's Mis. in T.*, p. 37.

35 **Don't** think you can reform a pupil by degrading him. *Raub's Sch. Man.*, p. 223.

36 **Don't** try to make pupils learn by whipping for unlearned lessons. *Raub's Sch. Man.*, p. 224.

37 **Don't** expect perfect order in the school-room, children are children. *Raub's Sch. Man.*, p. 225.

38 **Don't** reprove those who try but fail. *Raub's S. M.*, p., 225.

39 **Don't** permit the pupils to believe that you ever think them unworthy of your confidence. *Raub's Sch. Man.*, p. 177.

40 **Don't** for a moment show that you suspect your pupils of any inclination to do wrong. *Raub's Sch. Man.*, p. 194.

41 **Don't** use any threats. *Raub's School Management*, p. 190.

42 **Don't** talk much; don't talk loud; never scold, and seldom repeat. *Baldwin's Art of School Man.*, p. 303.

43 **Don't** forget that consistent requirements, with eternal vigilance, are very apt to yield satisfactory results. 1000 *Ways*, p. 147.

44 **Don't** encourage pupils to report each other for misdemeanors. 1000 *Ways of* 1000 *T.*, p. 180.

45 **Don't**, in difficult cases of discipline, neglect to let your pupils see that you think before you act. 1000 *Ways of T.*, p. 175.

46 **Don't** let any known fault go unnoticed. 1000 *Ways*, p. 176.

47 **Don't** forget the better the school the fewer the absentees. 1000 *Ways of* 1000 *T.*, p. 169.

48 **Don't** govern too much. 1000 *Ways of* 1000 *T.*, p. 159.

49 **Don't** make noisy assertions of authority or threaten. 1000 *Ways of* 1000 *T.*, p. 181.

PUNISHMENT

1 **Don't** administer punishment except in a spirit of mildness and deep regret at its necessity. *Kiddle's How to Teach*, p. 258.

2 **Don't** use the rod until you are sure the rod is the best thing for the specific case. *Page's Theory and Prac. of T.*, p. 146.

3 **Don't** ever inflict punishment under the excitement of angry passions. *Page's Theory and Prac. of T.*, p. 250.

4 **Don't** inflict more punishment in any case than is necessary for the correction of the fault. *Currie's C. S. Ed.*, p. 212.

5 **Don't** allow anything but justice, uniformity, and calmness to characterize the administration of rewards and punishments. *Currie's Com. Sch. Ed.*, p. 212.

6 **Don't** inflict corporal punishment for intellectual faults, for stupidity, or ignorance. Reserve it exclusively for vices, for something morally degrading. *Fitch's L. on T.*, p. 119.

7 **Don't** punish a scholar by setting tasks and saying, "because you have disobeyed me you shall have a harder or longer lesson to-night." *Fitch's Lect. on Teach.*, p. 113.

8 **Don't** call a pupil a sneak, liar, or by any other epithet of the kind. *Giffin's Way to Teach*, p, 33.

9 **Don't** require a pupil to stand, sit or kneel, or take any other attitude of restraint for a prolonged period as a punishment. *Giffin's Way to Teach*, p. 32.

10 **Don't** keep pupils in at recess for failure in lessons. *DeGraff's Sch. R. Guide*, p. 323.

11 **Don't** question pupils in such a manner as to tempt them to tell a falsehood through fear of punishment. *Calkins's M. of Obj. T.*, p. 328.

12 **Don't** forget that mischief may be checked by making pupils feel its effect upon themselves. *Calkins's M. of Obj. T.*, p. 329.

13 **Don't** forget that the good disciplinarian seldom resorts to severe punishments in the government of his school. *Orcutt's Teach. Man.*, p. 56.

14 **Don't** forget that rebellion should be met by stunning, crushing blows, such as will vindicate and re-establish authority, and deter others from committing the same crime. *Orcutt's T. M.*, p. 59.

15 **Don't** think that moral suasion is the remedy for bold and defiant violations of law, if you mean by that term the persuading of culprit to return to obedience. *Orcutt's T. M.*, p. 59.

16 **Don't** think the object of school law is to punish evil, for it is rather to prevent it. *Orcutt's T. M.*, p. 27.

17 **Don't** punish without explanation. *Hughes's Mis. in T.*, p. 73.

18 **Don't** punish by pulling a child's ears, slapping his cheeks, etc. Punishment should subdue. *Hughes's Mis. in T.*, p. 78.

19 **Don't** think you can accomplish much by scolding when pupils have a poor lesson. *Coombs's Sch. Man.*, p. 66.

20 **Don't** forget that fear of punishment may prevent bad conduct, but fails when used as an incentive to study. *Coombs's Sch. Man.*, p. 66.

21 **Don't** punish without some distinct object in view. *Coombs's Sch. Man.*, p. 103.

22 **Don't** assign a lesson as a punishment for anything except neglect to learn a lesson. *Coombs's Sch. Man.*, p. 327.

23 **Don't** think that fear of punishment is the highest motive to action in anything. *Coombs's Sch. Man.*, p. 66.

24 **Don't** think that punishment must be severe to be effective: all it needs is that it be administered in the right spirit.
Coombs's Sch. Man. p. 103.

25 **Don't** think that frequent punishment will quicken the conscience: on the contrary it will harden it. *Coombs's Sch. Man.*, p. 103.

26 **Don't** administer punishment in anger. *Coombs's S. M.*, p. 104.

27 **Don't** inflict corporal punishment needlessly; it should be your aim to govern without it. *Swett's Meth. of Teach.*, p. 64.

28 **Don't** assign mental tasks after school hours as a punishment The practice of compelling children to commit to memory, or translate, as a penalty, is educational barbarism.
Swett's Meth. of Teach., p. 73.

29 **Don't** make threats of punishment in advance of offences: you will only tempt pupils to try you by disobeying.
Swett's Meth. of T., p. 75.

30 **Don't** try to make scholars learn by whipping them for unlearned lessons. *Swett's Meth. of Teach.*, p. 76.

31 **Don't** detain pupils after school hours to recite imperfectly recited lessons. *Swett's Meth. of T.*, p. 93.

32 **Don't** be severe in punishing a violation of the rules.
Raub's School Management, p. 199.

33 **Don't** make threats of punishment in advance.
Raub's Sch. Man., p. 254.

34 **Don't** detain your pupils after school hours as a general thing for mischief committed during school hours, or for failure in lessons. *Raub's Sch. Man.*, p. 210.

35 **Don't** discourage pupils in being truthful by punishing them when they make a full and free confession.
Raub's Sch. Man., p. 199.

36 **Don't** attempt to compel pupils to inform on one another under threats of punishment. *Raub's Sch. Man.*, p. 200.

37 **Don't** punish a frail delicate child with the same punishment that you would administer to one who is rugged and of sound physical constitution. *Raub's Sch. Man.*, p. 201.

38 **Don't** administer public reproof unless the offence committed is of the gravest possible nature. *Raub's Sch. Man.*, p. 207.

39 **Don't** punish a pupil until you are sure he is guilty.
Raub's Sch. Man., p. 215.

40 **Don't** fail to appeal to a pupil's honor before administering punishment. *Raub's Sch. Man.*, p. 215.

41 **Don't** forget that it is better to avoid misdemeanors than to find suitable punishments. 1000 *Ways of* 1000 *T.*, p. 144.

42 **Don't** forget that though corporal punishment is sometimes a necessity, still the least possible is the best. 1000 *Ways*, p. 144.

43 **Don't** forget that a thoroughly organized, well-treated school, under a quick eye and ready ear, seldom needs punishment. 1000 *Ways of* 1000 *Teach.*, p. 147.

44 **Don't** punish when you are angry. 1000 *Ways of T.*, p. 173.

45 **Don't** use those punishments, which, from their nature imply in the infliction a love of prolonged torture. 1000 *Ways of* 1000 *T.*, p. 157.

46 **Don't** forget that corporal punishment is a delicate and serious measure in school management, and, in most cases, would better be relegated to the homes. 1000 *Ways of T.*, p. 158.

47 **Don't** punish except when it is clearly for the good of the pupil and of the school. *Dictionary of Ed.*, p. 66.

48 **Don't** forget that the prevention of evil is better than its cure. *Gill's Sch. Man.*, p. 119.

REWARDS

1 **Don't** forget that encouragement in well-doing is one of the most powerful checks on evil doing. *Calderwood on T.*, p. 42.

2 **Don't** rely on rewards too much, as furnishing the motive to excellence, and thus not giving a fair chance to the development of purer and nobler motives. *Fitch's Lect. on T.*, p. 108.

3 **Don't** forget that commending the good is a strong means of perserving a high standard. 1000 *Ways of* 1000 *T.*, p. 151.

4 **Don't** be slow to commend a pupil for good work or deportment. 1000 *Ways of* 1000 *T.*, p. 176.

5 **Don't** praise a pupil unless praise is *deserved*, and then in rational amount, making it the consequence of effort. *Currie's Com. Sch. Ed.*, p. 79.

6 **Don't** forget that the desire of esteem is a very active principle in regulating human conduct. *Currie's C. S. Ed.*, p. 203.

7 **Don't** rob primary pupils of the stimulus, guidance, and aid of proper rewards. They promote healthy emulation. *Dictionary of Education*, p. 252.

8 **Don't** forget that rewards, or an appeal to hope as an incentive to do right, is in most cases preferable to an appeal to fear. *Dictionary of Education*, p. 251.

9 **Don't** forget that rewards as well as punishments constitute only a temporary expedient in the discipline of children, and should, as soon as possible, give place to a direct appeal to conscience, or the sense of right. *Dic. of Ed.*, p. 251.

10 **Don't** reprove, but encourage, slow, plodding children.
Swett's Meth. of T., p. 37.

11 **Don't** praise indiscriminately. A kindly look or an approving nod will have its due influence in urging the child to greater diligence. *Bond's Sch. Man.*, p. 93.

12 **Don't** have favorites. Individual merit alone should be the basis of success. *Bond's Sch. Man.*, p. 96.

13 **Don't** offer prizes which are beyond the reach of all except a select few, but make judicious use of rewards graded according to actual merit so that every worthy pupil can win something. *Dictionary of Ed.*, p. 251.

14 **Don't** let the idea that rewards appeal to the lower motives keep you from using them judiciously. Herbert Spencer has shown that pleasure, or hope of reward, is the ultimate aim of all action.

15 **Don't** forget that love of approbation is one of the chief forces in governing conduct. Praise worthy effort, but remember that it requires great tact to rightly administer approval.
Hoffman's Science of Mind, p. 120.

16 **Don't** forget that praise rightly bestowed is an engine of great power. Give it on proper occasions but don't make undue use of it. *Gill's Sch. Man.*, p. 113.

17 **Don't** forget that as a general rule, a teacher should be on the look-out for things to praise, rather than for things to blame.
Gill's School Man., p. 48.

SCHOOL MANAGEMENT

1 **Don't** forget that every teacher should aim to render his pupils capable of governing themselves. *Coombs's S. M.*, p. 88.

2 **Don't** fail to commend the diligent and assist the discouraged.
Coombs's Sch. Man., p. 72.

3 **Don't** argue a question of government with your pupils, you should be master. *Coombs's Sch. Man.*, p. 96.

4 **Don't** forget that all school government is for the benefit of the pupil, and it is the duty of the teacher to secure that condition of affairs that will be most conducive to his welfare.
Coombs's School Management, p. 82.

5 **Don't** be a spy. Give your pupils credit for good intentions and watch. *Coombs's Sch. Man.*, p. 88.

6 **Don't** forget that it is more difficult to govern a school correctly, than it is to command an army. *Coombs's S. M.*, p. 83.

7 **Don't** think that any one can govern a school who is devoid of confidence in the work. *Coombs's Sch. Man.*, p. 91.

8 **Don't** forget that the secret of school government lies in the strength of will possessed by the teacher, and his power of leading pupils to desire and to will to do those things which are right. *Calkins's M. of Obj. T.*, p. 449.

9 **Don't** trust the matter of school government to the good sense and good intentions of pupils however much you may confide in them. *Orcutt's Teach. Man.*, p. 20.

10 **Don't** forget that organization is the first business of the school-room, and nothing else should be attempted until this is accomplished. *Orcutt's T. M.*, p. 13.

11 **Don't** ridicule either the defects or the mistakes of a child. *Raub's Sch. Man.*, p. 222.

12 **Don't** become nervous and attempt to accomplish too much. *Raub's Sch. Man.*, p. 65.

13 **Don't** hurry your slow pupils; pupils vary greatly in their ability to express themselves promptly. *Raub's Sch. Man.*, p. 125.

14 **Don't** forget that human beings are created with different tastes and talents. *Raub's School Man.*, p. 25.

15 **Don't** forget that he who can teach, but cannot govern, works at an enormous disadvantage. *Fitch's Lect. on T.*, p. 92.

16 **Don't** forget that self-control is the first requisite in teaching. *Calderwood on T.*, p. 11.

17 **Don't** forget that inconsistency is one of the worst errors in education. *Spencer on Ed.*, p. 200.

18 **Don't** forget that to educate rightly is not a simple and easy thing, but a complex and extremely difficult thing: the hardest task which devolves upon adult life. *Spencer on Ed.*, p. 204.

19 **Don't** forget that success in school management depends mainly on watchful and unremitting attention to little details, and on conscientiously grappling with every difficulty as it arises. *Hughes's Mis. in Teaching*, p. 10.

20 **Don't** overlook or omit proper discipline; it is a mistake to neglect the details of school management. *Hughes's M. in T.*, p. 71.

21 **Don't** invoke higher authority except as a last resort. *Hughes's Mistakes in Teaching*, p. 30.

22 **Don't** think that detecting errors is equivalent to correcting them. *Hughes's Mistakes in Teaching*, p. 90.

23 **Don't** forget that the foundation of school, as of society, is law and order. *Swett's Meth. of Teach.*, p. 64.

24 **Don't** tempt your pupils to become habitually deceitful and untruthful by making use of the "self-reporting system" in scholarship and deportment. *Swett's Meth. of Teach.*, p. 71.

25 **Don't** keep continually lecturing pupils, without asking them in turn to reproduce and apply what is said.
Swett's Meth. of Teach., p. 58.

26 **Don't** forget that pupils, as well as teachers, have rights, and that both have duties. *Swett's Meth. of T.*, p. 71.

27 **Don't** distrust your pupils if you want them to put their trust in you. *Swett's M. of T.*, p. 72.

28 **Don't** forget that common sense is in the highest degree requisite for the administration of school affairs.
Swett's Meth. of Teach., p. 74.

29 **Don't** forget that the power to govern well is an essential quality of every successful teacher. *Swett's Meth. of T.*, p. 66.

30 **Don't** forget that a reputation for impartial judgement is the essential requisite of the teacher who governs well.
Swett's Meth. of Teach., p. 71.

31 **Don't** assume that the parent is your natural enemy, and, above all, do not act as if he were. *Swett's M. of T.*, p. 74.

32 **Don't** forget the maxim, "As is the teacher so is the school."
Swett's M. of T., p. 13.

33 **Don't** forget that the teacher is responsible for establishing confidence between the pupils and himself, and amongst the pupils toward each other. *Currie's Com. Sch. Ed.*, p. 19.

34 **Don't** forget that activity is the law of childhood; accustom the child to do and educate the hand. 1000 *Ways of T.*, p. 174.

35 **Don't** fail to be prompt in beginning and dismissing.
1000 *Ways of* 1000 *T.*, p. 176.

36 **Don't** dare to lose your self-control, even if a pupil does something that seems to be impertinent or saucy.
Kellogg's Sch. Man., p. 31.

37 **Don't** forget that a teacher above all men, must have confidence in himself. *Kellogg's Sch. Man.*, p. 33.

38 **Don't** show your preference. You naturally will love those who love you, but to do so will destroy your power of government for it charges you with partiality. *Kellogg's S. M.*, p. 32.

39 **Don't** forget that the one who would govern others must be able to govern himself. *Kellogg's Sch. Man.*, p. 31.

40 **Don't** forget that it is the teacher's duty to make all conditions favorable to study, to inspire love for it, and to give such aid as is essential to its most efficient progress.
Hoffman's Science of Mind, p. 238.

41 **Don't** fail to have a carefully prepared programme for your daily exercises; follow it closely. *Baldwin's Art of S. M.*, p. 199.

42 **Don't** fail to be just and impartial in all your dealings with pupils. *Baldwin's Art of S. M.*, p. 195.

HABITS

1 **Don't** forget that habit is one of the most powerful agencies in education. *Gill's Sch. Man.*, p. 46.

2 **Don't** forget that bad habits must be displaced by opposite habits; warning and precept are powerless to effect the change of themselves. *Gill's Sch. Man.*, p. 46.

3 **Don't** allow your pupils to become careless and inexact. *Gill's Sch. Man.*, p. 7.

4 **Don't** forget that in the power of habit lies the power of education. *Currie's C. S. Ed.*, p. 13.

5 **Don't** forget that the sentiments which you desire to impress on the child must be cultivated until they pass into habits. *Currie's C. S. Ed.*, p. 13.

6 **Don't** fail to discountenance all habits, whether in school or out of school that are at variance with cleanliness and decency. *Currie's C. S. Ed.*, p. 56.

7 **Don't** permit the administering of reproof to degenerate into a habit of fault-finding. *Currie's C. S. Ed.*, p. 208.

8 **Don't** be a slave of habit. *Page's T. and P. of T.*, p. 343.

6 **Don't** fail to guide and regulate the formation of proper habits on the part of your pupils. *Dictionary of Ed.*, p. 153.

10 **Don't** overlook the fact that "Habit is second nature." Seek to make right doing habitual and thus automatic. *Dictionary of Education*, p. 153.

11 **Don't** fail to eradicate bad habits in your pupils. Pull up the weeds and prepare the soil for good seed. *Dic. of Ed.*, p. 153.

12 **Don't** fail to encourage correct habits of observation, thinking, and speaking. *Dictionary of Education*, p. 154.

13 **Don't** forget that obedience is a habit and must be learned like other habits, by practice not theory; by being orderly, not by talking about order. *Fitch's Lect. on Teach.*, p. 93.

14 **Don't** tolerate habits of slowness and laziness in some pupils. *Baldwin's Art of S. M.*, p. 196.

15 **Don't** permit pupils to fall into the habit of not understanding a question without repetition. Sharpen their wits. *Baldwin's Art of Sch. Man.*, p. 199.

16 **Don't** forget that the more regular and uniform any act or exercise is, the sooner it becomes habitual.

17 **Don't** forget that mankind act more from habit than from reflection. Man is a bundle of habits. *Paley.*

18 **Don't** forget Plato's motto: "It is easier to prevent ill habits than to break them."

19 **Don't** forget that the bright days of youth are the seed-time—the habit-forming period of life. Sow good seed.

20 **Don't** forget that habit is the deepest law of human nature. It is our supreme strength. Proper habits make the right way the easiest way. *Carlyle.*

21 **Don't** forget that habit is a chain, the links of which are forged day by day. It binds, and guides, and finally controls.

22 **Don't** forget that habit, if not resisted, soon becomes necessity. *St. Augustine.*

23 **Don't** forget that, "Use doth breed a habit in a man." *Shakespeare.*

HYGIENE

1 **Don't** forget that health is the first requisite in securing an education and it should be carefully guarded in the children and in yourself. *Coombs's School Management*, p. 13.

2 **Don't** think that it is enough to understand the laws of health, they must be put into practice. *Coombs's S. M.*, p. 23.

3 **Don't** forget that good ventilation is one of the requisites of good teaching. *Coombs's Sch. Man.*, p. 25.

4 **Don't** forget that light is essential to health. Nothing but evil flourishes in the dark. *Coombs's Sch. Man.*, p. 23.

5 **Don't** think that effective teaching is possible when children are in a state of physical discomfort. *Fitch's Lect. on T.*, p. 69.

6 **Don't** cause a pupil to sit with the sun pouring in upon his head, or with a cold draft blowing in upon his body. *Giffin's Way to Teach*, p. 35.

7 **Don't** neglect to observe and prevent an insufficient, an excessive, a wrongly directed, an improperly distributed light in the room, a wrong position of head or body, a long continued use of the eyes without rest, or an improper angle of the book to the eye. *Giffin's Way to Teach*, p. 35.

8 **Don't** fail to require your pupils to sit erect and to stand erect, and explain to them the reason why. *Swett's M. of T.*, p. 64.

9 **Don't** keep children at school when suffering with headache. They cannot think well. *Swett's Meth. of Teach.*, p. 36.

10 **Don't** allow children to sit in school with wet feet or damp clothing. Let them get dry and warm around the stove before you begin work. *Swett's Meth. of T.*, p. 35.

11 **Don't** forget that it is the duty of every teacher to impress upon pupils the laws of health, in relation to food, air, sleep, rest, exercise, work and personal habits in general.
Swett's Meth. of Teaching, p. 24.

12 **Don't** forget that work in excess of the power of the system adds nothing to the result achieved. *Swett's M. of T.*, p. 58.

13 **Don't** fail to protect your pupils against impure air, too long confinement, and overwork. *Swett's M. of T.*, p. 24.

14 **Don't** forget that proper exercise of any bodily organ, or any power of the mind increases its strength.
Calkins's M. of Obj. T., p. 344.

15 **Don't** neglect to take special care that the school-house and its appendages are kept in good order. *Page's T. and P.*, p. 363.

16 **Don't** forget that the teacher is in a degree responsible for the bodily health of the pupils. *Page's T. and P. of T.*, p. 36.

17 **Don't** allow the air of your room to become impure or stifling, but be careful that children are not subjected to drafts of air.
Raub's Sch. Man., p. 43.

18 **Don't** permit your pupils to hold their books in such a way as to cause near-sightedness. *Raub's Sch. Man.*, p. 43.

19 **Don't** permit pupils to study if they are sick. *Raub's S. M.*, p. 43.

20 **Don't** forget that physical vigor is an important element of success in a teacher. 1000 *Ways of* 1000 *Teach.*, p. 145.

21 **Don't** forget the knowledge which subserves direct self-preservation by preventing the loss of health, is of primary importance.
Spencer on Education, p. 27.

22 **Don't** fail to give careful attention to the physical training of your pupils. The marching drill, light gymnastics, and calisthenic exercises should be employed. *Riddle's H. to T.*, p. 256.

23 **Don't** forget that no exercise of mind can be carried on efficiently or permanently with a languid or indisposed body.
Currie's C. S. Ed., p. 4.

24 **Don't** permit pupils to assume improper postures while studying.
Quick's Essays Ed. R., p. 125.

25 **Don't** fail to keep the matter of ventilation in mind during the entire day, especially in the afternoon.
Quick's Essays Ed. R., p. 123.

26 **Don't** fail to have proper light in the school-room. Too much or too little of it fatigues the eye. *Quick's Essays Ed. R.*, p. 123.

27 **Don't** forget that cheerfulness is the best of all hygienic agencies.
Baldwin's Art of S. M., p. 69.

28 **Don't** forget that pure air, suitable exercise, proper diet, cheerfulness, and abundant sleep are the physical conditions of hard study. *Baldwin's Art of S. M.*, p. 291.

METHODS OF TEACHING

1 **Don't** fail to develop first the idea, then give the term.
Hoffman's Methods of Teaching, p. 246.

2 **Don't** fail to provide constant and suitable employment for all, whilst you give undivided attention to each in turn.
Currie's Common School Education, p. 129.

3 **Don't** ask pupils of ten years of age or less to learn more than five new words a day in spelling. *Giffin's Way to T.*, p. 28.

4 **Don't** forget to keep your explanations down to the level of your scholar's mind. *Swett's Methods of Teaching*, p. 94.

5 **Don't** fail to point out to your scholars, in advance, the main facts of a lesson, so that they may not fritter away their time upon unimportant letails. *Swett's Meth. of T.*, p. 94.

6 **Don't** hurry slow scholars, give them time to think and speak.
Swett's Meth. of Teach., p. 92.

7 **Don't** forget that narrative and biography make the life of history to the young. *Swett's Meth. of T.*, p. 109.

8 **Don't** think you can have your own method of teaching, for methods are general or based on universal principles which are beyond the exclusiveness of the individual.
Hoose's Methods of Teaching, p. 113.

9 **Don't** fail, in country schools, to make your pupils learn well the things they most need in the common walks of life.
Swett's Meth. of Teach., p. 112.

10 **Don't** teach principles or general truths before *facts* or particular truths. *Brooks's Normal Methods of Teaching.*

11 **Don't** assign lessons for home study to children under ten years of age. *Raub's School Management*, p. 42.

12 **Don't** try to teach any subject, unless you have a clear understanding of what you are teaching.
Parker's Talks on Teaching, p. 26.

13 **Don't** compel pupils to pursue studies to which their parents object. *Raub's S. M.*, p. 71.

14 **Don't** forget that methods of instruction must be adapted both to furnish knowledge, and to arouse thought.
Raub's Meth. of T., p. 24.

15 **Don't** think you can be successful, unless you adapt your teaching to the capacity of the pupils. *Raub's M. of T.*, p. 401.

16 **Don't** allow your method of teaching Reading to become a hobby, and by that lose sight of the end, in attention to the means. *Eclectic Manual of Methods*, p. 25.

17 **Don't** forget that advanced instruction should be deductive.
Brooks's N. Meth. of T., p. 75.

18 **Don't** forget that studies and methods of instruction should be adapted to the order of mental development.
Raub's Meth. of T., p. 21.

19 **Don't** forget that lessons ought to start with the concrete, and end in the abstract. *Spencer on Education*, p. 108.

20 **Don't** assign lessons without previously explaining them.
Hughes's Mistakes in Teaching, p. 83.

21 **Don't** neglect to give, at regular intervals, some conversational lessons on familiar objects.
Fitch's Lectures on Teaching, p. 93.

22 **Don't** allow your partiality for one study, or a class of studies, to divert your attention from all those other branches which are necessary to constitute a good education.
Page's T. and P., p. 360.

23 **Don't** accept *careless* work. *Parker's Talks on T.*, p. 73.

24 **Don't** neglect to reduce the subject you are teaching to its elements: one difficulty at a time is enough for a child.
Hoffman's Methods of Teaching, p. 245.

25 **Don't** explain any points in a lesson to a class while some of its members are working. *Giffin's Way to Teach*, p. 33.

26 **Don't** teach spelling orally. *Giffin's Way to Teach*, p. 28.

27 **Don't** instruct any more than is necessary to show the pupil how to study, and keep him from discouragement.
Orcutt's Teachers' Manual, p. 122.

28 **Don't** fail to remember that *accomplishments* occupy the leisure part of life, and so they should occupy the leisure part of education. *Spencer on Education*, p. 60.

29 **Don't** attempt to teach too many things.
Page's T. and P., p. 348.

30 **Don't** allow pupils to direct their own studies.
Mason's 1000 *Ways*, p. 47.

31 **Don't** forget that it is the duty of every teacher to teach pupils how to study. *Coombs's Sch. Man.*, p. 48.

32 **Don't** forget that in the study of Geography the knowledge of the mere names and positions of places is worth little or nothing unless the scholar has some interesting associations with them.
Fitch's Lectures on Teaching, p. 321.

33 **Don't** neglect the art of Writing, as that is the instrument of all communication and it becomes in one form or other, more useful to us every day. *Fitch's Lect. on T.*, p. 267.

34 **Don't** forget that that method of study which makes the pupil think most is the best. *Mason's* 1000 *Ways of* 1000 *T.*, p. 138.

35 **Don't** tell your pupils anything they can find out themselves.
Coombs's Sch. Man., p. 48.

36 **Don't** forget that no other study is so useful in the formation of character as History. *Wickersham's Method of Ins.*, p. 425.

37 **Don't** crowd the minds of pupils with too many things at once.
Swett's M. of T., p. 79.

38 **Don't** teach laws before causes in the physical sciences.
Brooks's N. M. of T., p. 61.

39 **Don't** teach books, but subjects. *Orcutt's T. M.*, p. 118.

40 **Don't** think that methods of teaching can be well studied incidentally; they have a philosophy of their own, and should be made a definite object of study.
Wickersham's M. of I., p. 29.

41 **Don't** use text-books except as an aid to teaching.
Coombs's S. M., p. 35.

42 **Don't** forget that a knowledge of geography must commence with things about the child's home, and proceed along the line of his personal experiences to objects and places more distant.
Calkins's Manual of Object Teaching, p. 49.

43 **Don't** forget that there is no method, however good, which does not want to be modified and reconstructed from time to time.
Fitch's Lect. on Teach., p. 34.

44 **Don't** forget in teaching Natural Science that all investigations into the phenomena of nature must begin by the observation of facts. *Fitch's L. on T.*, p. 363.

45 **Don't** forget that the studies pursued must be adapted to the capacity and standing of each scholar.
Orcutt's T. M., p. 31.

46 **Don't** fail to vary the work, alternating light mechanical work with serious intellectual application.
Fitch's L. on T., p. 100.

47 **Don't** make the studies so difficult as to cause discouragement, nor so easy as to encourage idleness. *Orcutt's T. M.*, p. 31.

48 **Don't** forget that History is not a mere narration of facts in their chronological order; but that to know it is to know events in their true causes and connection. *Fitch's L. on T.*, p. 336.

49 **Don't** forget that effective study requires proper conditions and surroundings. *Raub's Sch. Man.*, p. 89.

50 **Don't** forget that the first thing to do with a word that you give to a pupil to spell is to teach him to use it.
Fitch's L. on T., p. 201.

51 **Don't** make the serious mistake of permitting pupils to pursue their studies in an unsystematic manner.
Raub's Sch. Man., p. 86.

52 **Don't** fail to have interesting passages from good orators or poets learned by heart, and repeated with particular reference to accuracy of pronunciation and just expression.
Fich's L. on T., p. 205.

53 **Don't** try to teach a method until you are sure you understand it thoroughly yourself. *Giffin's Way to Teach*, p. 6.

54 **Don't** forget that Reading is the instrument of all our acquisitions.
Fitch's L. on T., p. 267.

55 **Don't** forget that so long as a pupil finds any difficulty whatever in recognizing an exercise in a given rule, under any guise, however unfamiliar, that he does not understand that rule, and ought not to quit it for a higher.
Fitch's L. on T., p. 272.

56 **Don't** forget that the way to cultivate the Perceptive Powers is to require pupils to observe things for themselves.
Brooks's Nor. Meth. p. 42.

WORD-VOICE-MANNER

1 **Don't** talk much; don't talk loud; never scold and seldom repeat.
Baldwin's Art of School Management, p. 303.

2 **Don't** offer an angry word or blow for every offense, real or fancied, for there is no authority or wisdom in such a course.
Orcutt's Teachers' Manual, p. 60.

3 **Don't** under any circumstances so far forget yourself as to quarrel or argue with a pupil in ill-humor.
Raub's School Management, p. 177.

4 **Don't** lose your patience when parents unreasonably interfere with your plans. *Page's T. and Prac. of Teaching*, p. 354.

5 **Don't** be peevish or snappish. *Page's T. and P. of T.*, p. 18.

6 **Don't** forget that a teacher without animation can do nothing with his pupils. *Giffin's Way to Teach*, p. 6.

7 **Don't** worry your pupils by irritating or vexatious talk.
Raub's S. M., p. 223.

8 **Don't** forget that the teacher's manner in the presence of his class should be dignified and gentlemanly—yet such as to encourage the timid and repress the impertinent.
Raub's School Management, p. 135.

9 **Don't** forget that the teacher should avoid the extreme of seeming cold, dull, phlegmatic and uninterested, as well as the opposite of being excitable, nervous and fretful at the weakness or tardiness of pupils. *Raub's S. M.*, p. 137.

10 **Don't** forget that it is a mistake to be cold and formal. No teacher can succeed without the sympathy of his class. To secure this the teacher must be ever genial and cheerful, as well as straightforward.
Hughes's Mistakes in Teaching, p. 124.

11 **Don't** forget that a genial manner will enable the teacher to deal with the thousand petty annoyances of the school-room, without allowing them to develop into great difficulties.
Hughes's Mis. in T., p. 125.

12 **Don't** forget that a teacher often makes his school noisy by being himself noisy in manner and voice. *Raub's S. M.*, p. 178.

13 **Don't** yield your claims to parleying, teasing or coaxing when you have shown the propriety of any particular course that you have requested or required: and much more when you have shown that the opposite course is morally wrong.
Hickok's School Management, p. 158.

14 **Don't** forget that a teacher should cultivate a pleasant tone of voice. In no case should he speak harshly, or louder than is necessary for his pupils to hear him distinctly.
Raub's S. M., p. 79.

15 **Don't** forget that the example of the teacher should be such as to command the highest respect of his pupils.
Raub's S. M., p. 89.

16 **Don't** forget that a few kind and cheering words of welcome to each pupil as he comes will do much to win for the teacher the friendship of the children and make the first day's work successful.
Raub's S. M., p. 42.

17 **Don't** talk too much nor too loud.
Northend's Teachers' Assistant, p. 50.

18 **Don't** permit pupils to scramble to the class in a disorderly way.
Raub's S. M., p. 80.

19 **Don't** forget that a teacher who scolds, or grumbles, or sneers, can never have the sympathy of his pupils.
Hughes's Mistakes in Teaching, p. 26.

20 **Don't** forget to greet your pupils with a cheerful countenance as they assemble in the school-room. *Northend's T. A.*, p. 22.

21 **Don't** forget that good manners and a pleasing elocution are very important parts of an education.
Baldwin's Art of School Management, p. 182.

22 **Don't** talk much. Eternal talkers are a fearful nuisance, and, as teachers, are usually great failures.
Baldwin's Art of S. M., p. 182.

23 **Don't** forget that a smile from the teacher lightens the labor of the school and lessens the burdens of the day.
DeGraff's S. E. G., 303.

24 **Don't** forget that a teacher must be a trusted and affectionate guide, not a bundle of philosophical ethics.
Swett's Meth. of Teach., p. 40.

25 **Don't** fail to make the school-room as home-like and inviting as possible. *DeGraff's School-Room Guide*, p. 303.

26 **Don't** fail to adorn the walls with pictures, mottoes, vines, and ornaments. *DeGraff's S. R. G.*, p. 303.

27 **Don't** scold. Nothing else so tends to sour you and render you hateful to your pupils. *Baldwin's Art of S. M.*, p. 132.

28 **Don't** allow tattling, or refuse to notice it.
DeGraff's S. R. G., p. 310.

29 **Don't** speak in too high a key. A loud voice soon becomes monotonous, and loses its influence in securing attention and order. The voice should be pitched rather below than above the natural key. *Hughes's M. in T.*, p. 58.

30 **Don't** forget that a wise teacher will be careful of the manner in which he treats a child that has made a mistake.
Coombs's Sch. Man., p. 83.

31 **Don't** think that time spent in making your school happy is ever thrown away. 1000 *Ways of* 1000 *Teachers*, p. 191.

32 **Don't** allow your school to become a public nuisance by insulting travelers, or destroying fences or crops in the vicinity.
1000 *Ways of* 1000 *T.*, p. 195.

33 **Don't** compare one pupils work with another. You can point out defects in the work of the best pupils and find something that you can favorably comment upon in that of the poorest scholar.
Lind's Methods of Teaching in Country Schools, p. 245.

34 **Don't** forget that the impressions received in the school-room go far to determine character. *Giffin's Way to Teach*, p. 5.

35 **Don't** fail to observe strict decorum as it means proper conduct, good manners, and becoming behavior—doing the proper thing at the right time, in the right way.
Baldwin's Art of S. M., p. 140.

36 **Don't** measure a scholar's fault by the inconvenience which it causes you, but rather by the motive and cause of it.
Fitch's Lectures on Teaching, p. 100.

37 **Don't** speak at any time in a scolding, fretful manner.
Mason's 1000 *Ways*, p. 74.

38 **Don't** forget that your pupils do not love fault-finding, or scolding any more than you did when you were a pupil.
Calkins's Manual of Object Teaching, p. 323.

39 **Don't** worry; don't be discouraged; think that your agitation, your nervousness will extend to your pupils.
Swett's Meth. of Teaching, p. 72.

40 **Don't** exhibit or entertain a suspicious spirit.
Page's T. and P. of T., p. 99.

41 **Don't** use cutting remarks, and beware of sarcasm and ridicule.
Swett's Meth. of Teach., p. 89.

42 **Don't** forget that children are creatures of impulse, and it is no easy task for them to do right. *Coombs's School Man.*, p. 25.

43 **Don't** compare your methods with those of your predecessor to his disadvantage. *Coombs's S. M.*, p. 74.

44 **Don't** arouse false hopes in the minds of your pupils. The object of school is not to make generals and statesmen, but true and noble men and women. *Coombs's S. M.*, p. 69.

45 **Don't** forget that the exhibition of anger always detracts from the weight of authority. *Page's T. and P. of T.*, p. 187.

46 **Don't** recast everything in the mold of your own egotism.
Swett's Meth. of T., p. 18.

47 **Don't** think it good policy to drive strong-willed children into obstinacy. It is a sad mistake to break a child's will as the foundation of control over him. *Swett's M. of T.*, p. 69.

48 **Don't** lose patience. If you do so, your pupils will delight to annoy you. *Coombs's Sch. Man.*, p. 90.

49 **Don't** try to look wiser than it is possible for any mortal to become.
Swett's M. of T., p. 18.

50 **Don't** let a false amiability cause you to waste your praise on work that merits none. *Fitch's L. on T.*, p. 109.

51 **Don't** magnify little wrongs, be pleasant and you can retain self-control. *Coombs's S. M.*, p. 91.

52 **Don't** forget that successful teaching requires perfect self-possession and readiness of resource. *Currie's C. S. Ed.*, p. 259.

53 **Don't** allow yourself to show a lack of animation or enthusiasm.
Hughes's M. in T. p. 124.

54 **Don't** threaten, don't find fault, don't scold, and you will have many friends among your boys and girls.
Swett's Meth. of T., p. 109.

55 **Don't** allow yourself to be cold and formal.
Hughes's M. in T., p. 24.

56 **Don't** regret the exhibition of considerable self-will in your pupils. *Spencer on Education*, p. 203.

57 **Don't** complain or grumble much. No teacher who scolds, or sneers, or grumbles can ever have the sympathy of his pupils, and without it, he can never control them, or secure their best efforts in their school work. *Hughes's M. in T.*, p. 26.

58 **Don't** think that anything can ever be so effective as the voice, the enthusiasm, the personal influence of the living teacher.
Fitch's L. on T., p. 35.

59 **Don't** get angry. Anger is out of place in the school-room.
Coombs's Sch. Man., p. 7.

60 **Don't** forget that a cheerful and hopeful disposition is also essential to success in teaching. *Orcutt's T. M.*, p. 198.

61 **Don't** forget that the basis of agreeable manners is humanity, or a feeling of brotherhood. *Dictionary of Ed.*, p. 199.

62 **Don't** forget that a patient spirit is one of the most important elements in the character of a successful teacher. Cheerfulness and forbearance clear the mental atmosphere and curb ill-temper on the part of pupils. *Dictionary of Ed.*, p. 230.

63 **Don't** forget that in social intercourse, agreeable manners are far more powerful than intellectual accomplishments, and that they are often of supreme importance. *Dict. of Ed.*, p. 199.

MORAL TRAINING

1 **Don't** think you can mold character, or form good habits by dealing out hackneyed commonplaces, or by merely repeating maxims. *Swett's Methods of Teaching*, p. 110.

2 **Don't** forget that there is no education to morality apart from the practice of morality. *Currie's Common School Education*, p. 14.

3 **Don't** forget that the great means of improving any power, physical or mental, is exercise.
Calkins's Manual of Object Teaching, p. 297.

4 **Don't** forget the measure of real influence is the measure of genuine personal substance. *Swett's M. of T.*, p. 52.

5 **Don't** neglect to appeal as often as may be to the pupil's conscience. *Page's T. and Prac. of Teaching*, p. 48.

6 **Don't** fail to keep steadily in mind the fact that character outweighs mere intellect. *Swett's M. T.*, p. 50.

7 **Don't** neglect to show pupils that their well-being in life depends on the diligence they bring to the performance of its duties, and that their happiness is to be measured by their usefulness.
Currie's C. S. Ed., p. 54.

8 **Don't** fail to impress upon the child that the object of his being placed upon earth was that he might be of some use to the world by which he is surrounded.
Page's T. and P. of T., p. 177.

9 **Don't** neglect any opportunity to show your appreciation of pupils' efforts to do right, or to instill into the minds of pupils a sense of the nobleness of doing right because it is right.
Giffin's Way to Teach, p. 31.

10 **Don't** find fault with a pupil for doing what you yourself are guilty of. Correct your own faults first. *Gilbn's W. to T.*, p. 28.

11 **Don't** use any half-measures in inculcating truth: so, where there is no proof of falsehood, no suspicion must be shown, but where there is there must be no compromise.
Currie's C. S. Ed., p. 38.

12 **Don't** forget that excessive fault-finding involves a rapid evaporation of moral influence. *Calderwood on Teaching*, p. 287.

13 **Don't** forget that we teach by something about us that never goes into language at all. *Swett's M. of T.* p. 52.

14 **Don't** forget that character is formed by training rather than by teaching. *Swett's Meth. of Teach.*, p. 47.

15 **Don't** forget that the first and most important work in your school is to wake up the mind of your pupils. *Oram's T. M.*, p. 127.

16 **Don't** fail to see that all are trained incidentally, but persistently to habits of right conduct.
Baldwin's Art of School Management, p. 250.

17 **Don't** forget that every pupil has a conscience that decides whether the act is right or wrong.
DeGraf's School-Room Guide, p. 301.

18 **Don't** do a thing your conscience tells you is wrong. This is the fundamental rule in school government.
DeGraf's S. R. G., p. 301.

19 **Don't** forget that pupils during this transition period need every safeguard as well as every incentive to right.
Baldwin's Art of School Management, p. 250.

20 **Don't** think that intellectual culture has no relation to moral and religious culture. It is intellectual culture that renders moral and religious culture possible.
Wickersham's Methods of Instruction, p. 52.

21 **Don't** give children a familiarity through instruction with phases of vice which they may not be in the way of seeing committed, and which they have no tendency to commit themselves.
Currie's C. S. Ed., p. 21.

22 **Don't** forget that the best preservative against error is to teach the truth. *Currie's C. S. Ed.*, p. 21.

23 **Don't** attempt to force young children into precocious moral goodness. Be content with moderate measures and results.
Swett's Meth. of Teaching, p. 44.

24 **Don't** omit any fitting occasion to impress a principle upon the moral feelings. *Swett's M. of T.*, p. 49.

25 **Don't** forget that the teacher is an artist. His work is the developing of the powers of the human soul.
Coombs's Sch. Man., p. 11.

26 **Don't** forget that the great end of education is to perfect man, physically, mentally, morally, and religiously.
Wickersham's M. of I., p. 27.

27 **Don't** give too many bad merit marks. If a pupil receives more than five or six misdemeanor marks in a month, there is cause for alarm. The teacher should feel ashamed.
Hughes's Mistakes in Teaching, p. 24.

28 **Don't** forget that you are a gardner in a plantation of spirits; you deal with growing spiritual powers, shape them, fit them for this world and somewhat for the next stage of existence.
Kellogg's School Management, p. 15.

29 **Don't** think that education should be either exclusively intellectual, nor exclusively moral, nor exclusively religious.
Currie's C. S. Ed., p. 5.

30 **Don't** forget that a proper scheme of education must provide for the training of all man's powers. *Raub's S. M.*, p. 19.

HINTS ON SUCCESS IN TEACHING

1 **Don't** forget that you ought to be more deeply interested in your school every day, as every business man is in his business.
Mason's 1000 Ways, p. 75.

2 **Don't** forget that method and promptitude are essential to your improvement and success. *Orcutt's Teachers' Manual*, p. 257.

3 **Don't** forget that the elements of a good teacher may be acquired, and it is necessary that you should be thoroughly prepared before you attempt to teach. *Coombs's School Man.*, p. 113.

4 **Don't** succumb to difficulties, and don't be daunted by repeated failures. *Gill's School Management*, p. 131.

5 **Don't** forget that a teacher who cannot interest his class is a failure. *Coombs's S. M.*, p. 59.

6 **Don't** be afraid of work. It is the only means of success.
Coombs's S. M., p. 88.

7 **Don't** be obstinate but listen to the suggestions of others.
Coombs's S. M., p. 93.

8 **Don't** imagine that your education is complete, but be always seeking to add to your own knowledge.
Fitch's Lectures on Teaching, p. 24.

9 **Don't** fail to see that all enjoy the same privileges and receive the same impartial treatment. *Raub's Sch. Man.*, p. 185.

10 **Don't** try to do too much. Overwork brings on worry and excitement, which always proves harmful. *Raub's S. M.*, p. 195.

11 **Don't** allow yourself to be bound by laws that will admit of no display of judgment in selecting your methods.
Eclectic Manual of Methods, p. 25.

12 **Don't** forget that the height of the art of teaching, as in all other lesser arts, is found in simplicity.
Parker's Talks on Teaching, p. 26.

13 **Don't** forget that more depends upon what the teacher *is*, than upon what he *does*. *Orcutt's T. M.*, p. 196.

14 **Don't** think that it is always the man who knows the most who proves himself the best instructor. *Calderwood on Teaching*, p. 3.

15 **Don't** fail to ask yourself: What is the natural order of presenting a given subject? *Page's T. and P. of T.*, p. 140.

16 **Don't** forget that before you can teach successfully, you must understand the true object of education.
Wickersham's Method of Ins., p. 26.

17 **Don't** forget that aptness to teach is a gift of nature, still it may be improved by culture. *Orcutt's T. M.*, p. 200.

18 **Don't** forget that a successful teacher has an earnest devotion to his work. *Orcutt's T. M.*, p. 197.

19 **Don't** forget that the teacher should be constantly reading, observing, and thinking, for the benefit of his pupils and the honor of his profession. *Orcutt's T. M.*, p. 217.

20 **Don't** begin merely by liking your work, but engage in it with the highest interest, and throw into it the whole force of your character, with a strong faith in its success.
Gill's Sch. Man., p. 131.

21 **Don't** attempt to teach too many things.
Mason's 1000 Ways, p. 174.

22 **Don't** make individious comparisons of one child with another.
Mason's 1000 Ways, p. 176.

23 **Don't** speak in an unnatural tone, without variety and flexibility of voice. *Brooks's N. M. of T.*, p. 47.

24 **Don't** fail to cultivate the acquaintance of the parents.
Coombs's S. M., p. 72.

25 **Don't** fail to be clear in your thought and ready in your expression. *Brooks's Nor. Meth.* p. 47.

26 **Don't** teach with a book, if it is possible for you to get along without it. *Brooks's Nor. Meth.*, p. 47.

27 **Don't** try to teach a lesson until you have thoroughly prepared it yourself. *Page's T. and P. of T.*, p. 141.

28 **Don't** attempt to teach what you do not understand.
Swett's Meth. of Teach., p. 98.

29 **Don't** forget that what your pupils do for themselves makes the strongest impression on their minds. *Swett's M. of T.*, p. 18.

30 **Don't** think that the best teacher is the one who has devoured the most books, but he who can best kindle young hearts into enthusiasm by a spark of electric fire from his own soul.
Swett's Meth. of T., p. 17.

31 **Don't** forget that the wise teacher always instructs his pupils to study thoughts and subjects, instead of words and books.
Orcutt's T. M., p. 76.

32 **Don't** forget that the teacher who has a fixed aim which he steadfastly pursues, cultivates in himself and class concentration of mind. *Gill's S. M.*, p. 23.

33 **Don't** be afraid that you will know too much. You will never understand all things. *Coombs's Sch. Man.*, p. 74.

34 **Don't** forget that children are eagle-eyed to detect the slightest discrepancy betwixt what a teacher recommends and what he does, and between his acts at one time and another.
Gill's S. M., p. 117.

35 **Don't** forget that success in training pupils to understand a subject depends very much upon your ability to present the lesson in different ways. *Calkins's Manual of Object Teach.*, p. 77.

36 **Don't** forget to bring out of every lesson a point, either immediate or remote. *Mason's* 1000 *Ways*, p. 74.

37 **Don't** fail to prepare each lesson by fresh study.
Raub's S. M., p. 131.

38 **Don't** try to please everybody. Do not expect to make your school perfect. *Swett's M. of T.*, p. 84.

39 **Don't** become impatient when correcting faults of pupils, or telling how or what to do. *Giffin's Way to Teach*, p. 25.

40 **Don't** forget that enthusiasm on the part of the teacher, gives life to the student, and impulse to every mental power.
Swett's M. of T., p. 85.

41 **Don't** forget that you should prepare yourself to aptly illustrate difficult subjects. *Page's T. and P. of T.*, p. 371.

42 **Don't** forget that to teach a subject well, one must know it well.
Currie's Common School Education, p. 225.

43 **Don't** forget that the grand test of the teacher's ability, and the secret of his success, is found in his power to inspire his pupils with earnestness and enthusiasm in the business of the school.
Orcutt's T. M., p. 127.

44 **Don't** forget that as is the teacher so is the school.
Orcutt's T. M., p. 128.

45 **Don't** think that all pupils are drawn alike to the same subject; some attend more readily to one and some to another.
Currie's C. S. Ed., p. 77.

46 **Don't** try to teach unless you like it. *Coombs's S. M.*, p. 116.

47 **Don't** forget that he who would succeed as a teacher must be a censor over his own practice. *Calderwood on T.*, p. 3.

48 **Don't** tell pupils anything they should know, or can be led to find out by judicious teaching. *Hughes's M. in T.*, p. 109.

49 **Don't** forget that we learn to do by doing, to hear by hearing, and to think by thinking. *Parker's T. on T.*, p. 117.

50 **Don't** allow too many studies. *Raub's S. M.*, p. 72.

51 **Don't** think it is a teacher's function to merely hear lessons recited, and be a censor of failures, and mark results. It is his office to teach. *Calderwood on Teaching*, p. 267.

52 **Don't** talk too much. He who can get his pupils to do most of the reciting will do the most effective work.
Coombs's Sch. Man., p. 58.

53 **Don't** forget that one who accustoms himself to a slavish dependence upon text-books can not succeed as a teacher.
Wickersham's M. of I., p. 157.

54 **Don't** think that telling is teaching, for it is not.
Hughes's Mis. in T., p. 109.

55 **Don't** fail to provide work for every minute of the school day. Let the child have at all times something to do and a motive for doing it. *Fitch's Lect. on T.*, p. 100.

56 **Don't** think of a scholar merely as material put into your hands to mold and manipulate, but rather as a responsible human being, whom you are to help. *Fitch's L. on T.*, p. 96.

57 **Don't** forget to vary your methods, as variety is attractive to children. *Brooks's N. M. of T.*, p. 246.

58 **Don't** use a formal routine in teaching. *Page's T. and P.*, p. 146.

59 **Don't** neglect to especially prepare yourself for each lesson you assign. *Page's T. and Prac. of Teaching*, p. 141.

60 **Don't** fail to follow Nature in your methods of teaching. Everything natural goes smoothly and easily. There must, therefore, be no pressure. Learning should come to children as swimming to fish, flying to birds, running to animals.
Quick's Essays on Ed. R., p. 56.

61 **Don't** forget that what the learner discovers by mental exertion is better known than what is told him. Teach the child to teach himself. *Quick's E. on Ed. R.*, p. 308.

62 **Don't** be a quack—"one who," the dictionary tells us, "practices an art without any knowledge of its principles."
Payne's Lectures, p. 31.

63 **Don't** make of your pupils merely mechanical artisans, knowing the *how*, but ignorant of the *why;* expert in processes, but uninformed in principles; instructed but not truly educated.
Payne's Lect., p. 33.

OBJECT-TEACHING

1 **Don't** fail to employ a method of instruction which proceeds from the simple to the compound, from the concrete to the abstract, from perception to reflection, from examples to rules, from facts to laws, and that fosters the self-activity of the pupil.
Dictionary of Ed., p. 83.

2 **Don't** forget the Pestalozzian laws of Education: 1. A knowledge of things should precede that of words. 2. The only effective agents, in the first stages of mental growth are the senses, chief of which is the eye. 3. Near objects in simple forms and relations are first to be studied. 4. With these familiar objects as a center, gradually widen the sphere of knowledge. *Dictionary of Ed.*, p. 220.

3 **Don't** fail to afford to the mind the means to grasp ideas from objects, by actual perception, before attempting to teach verbal expression of those ideas. *Dict. of Ed.*, p. 220.

4 **Don't** underestimate the value of Object Teaching—a method of instruction in which objects are employed by means of which to call into systematic exercise the observing faculties of young pupils. *Dic. of Ed.*, p. 220.

5 **Don't** forget that the success of every appliance depends mainly upon the intelligence with which it is used.
Spencer on Education, p. 102.

6 **Don't** forget in teaching by object lessons, that the aim is to secure culture and impart instruction. *Raub's M. of T.*, p. 53.

7 **Don't** permit yourself and pupils to become so much interested in the objects, that you neglect the lesson to be derived from them. *Raub's M. of T.*, p. 54.

8 **Don't** fail to arrange each object so as to have an *aim*, and to legitimately follow its predecessor. *Raub's M. of T.*, p. 54.

9 **Don't** fail to cultivate the Perceptive Powers by requiring pupils to describe objects. *Brooks's N. M. of T.*, p. 42.

10 **Don't** forget that children evince their knowledge-acquiring power by noticing objects, and learning their qualities and phenomena. *Wickersham's Methods of Ins.*, p. 105.

11 **Don't** rely upon *verbal* description of facts or phenomena when a different course is open to you.
Wickersham's Methods of Instruction, p. 351.

12 **Don't** forget that the most skillful and enlivening word painting makes a weak impression upon the minds of your pupils in comparison with the real thing. *Wickersham's M. of I.*, p. 351.

13 **Don't** give more attention to the book than the boy. Study the boy while he studies the book. Train him to correct and patient thinking. Habits of mind are more important than particular lessons. *Baldwin's Art of School Man.*, p. 443.

14 **Don't** forget that object lessons impart valuable knowledge in a form best suited to the capacity of children.
Wickersham's M. of I., p. 42.

15 **Don't** forget that things are learned more quickly and accurately through the eye than through the ear. *Swett's M. of T.*, p. 57.

16 **Don't** forget that primary teaching should be inductive.
Brooks's Nor. Meth. p. 75.

17 **Don't** forget that children delight in examining curiosities in nature and art, in looking at pictures, and in witnessing experiments. *Wickersham's M. of I.*, p. 351.

18 **Don't** forget that primary concepts must be taught objectively in all grades of school work. *White's Elements of Pedagogy*, p. 113.

19 **Don't** forget the fundamental maxim of modern education that concrete knowledge must precede abstract.
Cyclopedia of Education, p. 2.

20 **Don't** forget that Nature's earliest lessons consist in teaching her pupils the use of their senses. * * * An object appears. Nature whispers, "Find out what it is. Touch it." She aids the pupil to teach himself. *Payne's Lectures*, p. 124.

21 **Don't** forget that learning is essentially self-tuition, and teaching is superintendence of the process. Help the pupil to teach himself. *Payne's Lec.*, p. 120.

22 **Don't** forget that it is better to lead by stimulating to investigation and skillful questioning than by down-pouring or lengthy explanations. *Payne's Lec.*, p. 117.

23 **Don't** forget that object lessons furnish the best discipline for the young mind. *Wickersham's M. of I.*, p. 143.

24 **Don't** forget the fundamental principles of Jacotot's method: (1) *Learn*—*i. e.*, learn so as to know thoroughly, perfectly. (2) *Repeat*—don't let the facts slip away. (3) *Reflect*—analyze, recombine. (4) *Verify*—test. *Payne's Lec.*, p. 92.

25 **Don't** forget these maxims: "Begin at the beginning." "Follow a natural order." "Classify knowledge." "Master principles." *DeGraff's S. R. G.*, p. 337.

26 **Don't** fail to review every day, or much will be lost. Do not try to teach too much; better teach a little and teach it well.
DeGraff's S. R. G., p. 305.

27 **Don't** make the school-room a prison. Classes too young to prepare lessons themselves, should be provided with "busy work" of various kinds. Make their school hours short.
DeGraff's S. R. G., p. 305.

SIGNALS

1 **Don't** permit, except in extreme cases, anyone to raise the hand while a class is on the floor reciting. *Raub's Sch. Man.*, p. 79.

2 **Don't** permit a pupil to speak until recognized by the teacher. *DeGraff's School-Room Guide*, p. 313.

3 **Don't** permit snapping of the fingers. The chief class-sign is that of raising of the hand. *Raub's S. M.*, p. 79.

4 **Don't** allow signals during recitation. *DeGraff's S. R. G.*, p. 309.

5 **Don't** try to startle a class into being orderly. *Hughes's Mistakes in Teaching*, p. 51.

6 **Don't** try to drown the noise of your pupils by making a greater noise yourself. *Hughes's M. in T.*, p. 52.

7 **Don't** be satisfied with order which lasts only while the teacher is present. *Hughes's M. in T.*, p. 69.

8 **Don't** use too many signals. *Raub's Sch. Man.*, p. 135.

9 **Don't** think that order means perfect quiet or stillness, the order needed in school is work systematized. *Hughes's M. in T.*, p. 50.

10 **Don't** confound "securing order" with "maintaining order." *Hughes's M. in T.*, p. 46.

11 **Don't** ask a pupil if he has been out of order when you know he has. *Giffin's Way to Teach*, p. 29.

12 **Don't** tolerate noise during study hours. *Raub's S. M.*, p. 29.

13 **Don't** allow study hours to be interrupted, for if you do you, in in the same degree, rob your scholars of mental discipline and tolerate among them, mental dissipation. *Orcutt's T. M.*, p. 102.

14 **Don't** forget that dismissals should be systematic, even if the calling of classes be not with signals. *Mason's* 1000 *Ways*, p. 40.

15 **Don't** think that pupils always desire a noisy school. They have some interest in their own welfare at least. *Coombs's School Management*, p. 83.

16 **Don't** forget that in calling classes to recitation, or in dismissing school, it is well to observe some regular signals. *Mason's* 1000 *Ways*, p. 139.

17 **Don't** forget that eternal vigilance is the price of order it the school-room. *Swett's Meth. of Teach.*, p. 68.

18 **Don't** call out your pupils to class one by one as you name the numbers, first, second, etc. *Raub's S. M.*, p. 80.

19 **Don't** fail to have your pupils carefully trained in well-planned school tactics. By school tactics we mean a system of signals and movements adapted to school work.
Baldwin's Art of S. M., p. 90.

20 **Don't** fail to use proper signals in calling school, in calling classes, in dismissing classes, and in dismissing school. A good system of signals tends to systemize school work and saves time.
Raub's S. M., p. 77.

21 **Don't** forget that quietness in ruling is the sure sign of conscious and acknowledged power. *Calderwood on Teaching*, p. 45.

22 **Don't** try to teach without having good order.
Hughes's M. in T., p. 45.

23 **Don't** forget that the signals are for children. Many signals confuse, and to master them wastes much of the energy of teacher and pupils. *Baldwin's Art of S. M.*, p. 91.

24 **Don't** permit your pupils to scramble in a disorderly way to seats or class. *Raub's S. M.*, p. 80.

25 **Don't** forget that signals should be few and significant. The correctness of this principle will hardly be questioned but in practice its violation is almost universal. *Art of S. M.*, p. 91.

26 **Don't** forget that each movement should have its own signal. When a given signal is always used for the same movement, the pupil learns to respond almost mechanically.
Baldwin's Art of S. M., p. 91.

27 **Don't** allow anyone to speak without permission. Desire to speak is indicated by raising the right hand high as the head, and holding it still. *Baldwin's Art of S. M.*, p. 54.

28 **Don't** forget that all movements following signals should be executed quietly, quickly, and with Military Precision.
Baldwin's Art of S. M., p. 91.

29 **Don't** allow unnecessary signals or questions. Snapping fingers must never be tolerated. *Baldwin's Art of S. M.*, p. 97.

30 **Don't** have too many regulations or signals. Friction wastes energy. The simplest machinery possible that will accomplish the work is best. *Baldwin's Art of S. M.*, p. 446.

31 **Don't** fail to have a daily programme of study and recitation. At a signal all grades change books for the next study.
Hoffman's Methods of Teaching, p. 44.

32 **Don't** vary your rules or code of signals. Your system of discipline should be well thought out before-hand and adhered to.
Orcutt's T. M., p. 21.

33 **Don't** use arbitrary signals. Each signal should be significant, having its definite, unvarying meaning, and should be promptly and quietly obeyed. *Raub's S. M.*, p. 77.

LANGUAGE

1 **Don't** fail to have talking exercises daily, if possible. Read a story and call on the children to re-tell it.
Metcalf's How to Teach Language, p. 5.

2 **Don't** forget that obscurity in the language of a question may lead to incorrect answers, for which the teacher and not the pupil is responsible. Use plain language and clear direct questions.
Raub's School Management, p. 126.

3 **Don't** forget that clear language needs clear thought, and clear thought needs clear language to express it.
Raub's S. M., p. 133.

4 **Don't** forget that the teacher's language should be well chosen and correct, that his pupils may not lose respect for him because of his many errors of speech. *Raub's S. M.*, p. 135.

5 **Don't** forget that your language, your manner, your illustrations, and your methods must be suited to the advancement of your pupils, and that in all cases they will serve more or less as models. *Baldwin's Art of School Man.*, p. 302.

6 **Don't** fail to have pupils memorize gems of English poetry.
Metcalf's H. to T. L., p. 66.

7 **Don't** fail to cultivate the *habit* of correct speaking and writing on the part of your pupils. *Metcalf's H. to T. L.*, p. 81.

8 **Don't** forget that the pupil should, under the guidance of a teacher, work out his own instruction and discipline, and by daily practice in speaking and writing, learn to express his ideas with grace and cogency.
Holbrook's School Management.

9 **Don't** fail to train your pupils so they can tell what they know, and tell it in good language. *Raub's S. M.*, p. 118.

10 **Don't** forget that good speaking is not taught by rules but by correcting the errors made in conversation.
Hughes's Mis. in Teach., p. 46.

11 **Don't** forget that thinking must preceed talking or writing.
Metcalf's H. to T. L., p. 25.

12 **Don't** forget that a word is used simply and solely to recall an idea; keep this in mind when teaching little children to read.
Parker's Talks on Teaching, p. 31.

13 **Don't** teach words before things. *Brooks's Nor. Meth.*, p. 68.

14 **Don't** expect children to speak perfect English, and do not become over precise and fussy about their expressions.
Swett's Meth. of Teach., p. 93.

15 **Don't** use language unintelligible to children, whenever an explanation is given. *Page's T. and Prac. of Teaching*, p. 147.

16 **Don't** use a hard word when an easy one will answer. *Swett's M. of T.*, p. 98.

17 **Don't** try to teach unless you are able to use our language fluently and correctly. *Page's T. and P. of T.*, p. 144.

18 **Don't** fail to train even the youngest children to speak correctly. Right *formation* is easier than *reformation*. Begin with oral exercises, then written. *Powell's How to Talk*, p. 92.

19 **Don't** repeat *set phrases*, day after day. Use good language, plain every-day English. Seek ease, accuracy, variety, perspicuity. *Mason's* 1000 *Ways*, p. 195.

20 **Don't** forget that a sheet of paper, on which are reported grammatical errors of pupils, kept posted conspicuously, will do more to banish bad language and bad pronunciation than all the set Grammer lessons that can be given. *Fowle's Common School Grammar.*

21 **Don't** forget that every school exercise may be a language exercise. Keep the class on the alert to notice and report, when called for, any and all errors in pronunciation or Grammar. *B. G. Northrop.*

RECREATION

1 **Don't** fail to regulate the plays of your pupils in such a way as to make them most beneficial physically and mentally. *Raub's Sch. Man.*, p. 79.

2 **Don't** forget that the presence of the teacher in the play-ground should restrain what is wrong, without in any way checking the interest in healthful sports and innocent recreation. *Hughes's Mistakes in Teaching*, p. 17.

3 **Don't** omit yard supervision. Pupils who are not controlled in the yard are not easily managed in the school-room. *Hughes's M. in T.*, p. 17.

4 **Don't** fail to occasionally gratify your pupils with excursions into interesting parts of the country. *DeGraff's School-Room Guide*, p. 303.

5 **Don't** fail to frequently exhibit amusing and instructive experiments. Ask the pupils to assist you. *DeGraff's S. R. G.*, p. 303.

6 **Don't** forget that education lies in the line of least resistance; *i. e.*, the line of greatest pleasure. *Baldwin's Art of Sch. Man.* p. 53.

7 **Don't** allow the children to indulge in rough games which interfere with the comfort of those not engaged in them, or endanger the limbs of those who are playing.
Hughes's M. in T., p. 17.

8 **Don't** allow pupils to take their books with them for the purpose of studying when they ought to play.
Swett's Meth. of Teach., p. 36.

9 **Don't** fail to provide intervals for recreation as carefully as periods for study. *Currie's Com. Sch. Ed.*, p. 151.

10 **Don't** allow your pupils to go without exercise, and see that the exercise is pleasant. *Raub's Sch. Man.*, p. 42.

11 **Don't** forget that education should fit a man for every enjoyment as well as for work. *Currie's C. S. Ed.*, p. 70.

12 **Don't** forget that a child never reveals his whole nature as he does when playing. Study your pupils not only in the schoolroom but on the play-ground as well. *Hughes's M. in T.*, p. 18.

13 **Don't** forget that cheerfulness is the best of all hygienic agencies. Hardy, vigorous games for the boys; "romping" and appropriate plays for the girls. As a rule let pupils select their own games. *Baldwin's Art of S. M.*, p. 131.

14 **Don't** fail to encourage every form of out-door amusement. Health is the first thing. School life is the time when, most of all, healthful recreation is needed. *Art of Sch. Man.*, p. 67.

15 **Don't** fail to train your pupils to live hygienically. Manage to have all of them take vigorous exercise regularly, and enjoy it. "A sound mind in a sound body" means happiness.
Baldwin's Art of S. M., p. 76.

16 **Don't** imagine that anything can take the place of amusements as a hygienic agency. Recreation is *re*-creation. Study exhausts; play rests. Think about this and act wisely.
Baldwin's Art of S. M., p. 67.

17 **Don't** restrain sport on the play-ground, except for reason. Voice and limb should be free at recess. Fresh air and proper exercise are needed. *Buckham's Hand-Book*, p. 118.

18 **Don't** over-regulate the sports of childhood. Healthy and really useful play is spontaneous. *Fitch's Lect. on T.*, p. 103.

19 **Don't** forget that gymnastics and play are as much a part of school as Greek. They do for the body what study does for the mind. Develop both mind and body; and go to no excess in either. *J. E. Powers.*

20 **Don't** neglect proper recreation. The higher value of games over gymnastics is generally acknowledged. In games the activity is spontaneous and conducive to general invigoration.
Cyclopedia of Education, p. 311.

RECESS

1 **Don't** fail to have recess morning and afternoon, and occasional recesses, say of two to four minutes. They are as necessary as the safety-valve on a boiler. *Orcutt's Sch. Teaching*, p. 73.

2 **Don't** fail to have at least one recess of fifteen minutes each half day. Times for recreation are quite as necessary as times for labor. *Raub's School Management*, p. 83.

3 **Don't** forget that a faithful teacher will give some attention to his pupils while on the play-ground as well as when in the school-room. *Raub's S. M.*, p. 38.

4 **Don't** allow disorder in the school-room during recess. Pupils should not be allowed even to remain in the school-room during recess, unless the weather is unfavorable.
Hughes's Mis. in Teach., p. 29.

5 **Don't** keep pupils in at recess for failure in lessons. "All work and no play makes Jack a dull boy," even if he is not naturally dull. *DeGraff's School-Room Guide*, p. 323.

6 **Don't** allow scholars to take their books with them at recess, for the purpose of studying, when they ought to play.
Swett's Meth. of Teach., p. 36.

7 **Don't** forget to ask the pupils to arrange their books and slates so that they will not be thrown on the floor during recess.
Holbrook's School Management. p. 169.

8 **Don't** forget that it is a good plan to excuse pupils by rows or tiers of seats, rather than pronounce the word, "Recess," and thus initiate general disorder and misrule by permitting forty, sixty, or more to bound pell-mell towards the door.
Holbrooks's Sch. Man., p. 69.

9 **Don't** forget that if children learn evil habits or hear impure or profane language at school, they do so chiefly during the recess. Keep your eyes and ears open and know what is going on.
Hughes's M. in T., p. 17.

10 **Don't** fail to provide for interruptions. Have a fixed period, as the time of changing classes, when questions may be asked.
Raub's S. M., p. 83.

11 **Don't** fail to have recess each half day. Boys and girls should have recess at same time. Recess affords opportunity to ventilate the school-room; the pupils are kept fresh, and in condition for vigorous study. *Baldwin's Art of S. M.*, p. 113.

12 **Don't** forget that the laws of health are the laws of God, and are as binding as the Decalogue. Take time for recreation.
Dr. Willard Parker.

MEMORY

1 **Don't** neglect memory, the treasure-house of the mind. Plato makes it the mother of the muses. Aristotle sets it one degree further, making experience the mother of the Arts, memory the parent of experience. *Fuller.*

2 **Don't** overburden your memory, nor make so faithful a servant a slave. Remember, Atlas was weary. Study methodically, digest well. *Fuller.*

3 **Don't** forget that memory, perhaps more than any other faculty of the mind, is dependent upon the physical condition of the body. * * * Memory depends upon the association of ideas; vividness, repetition and attention are the keys to it.
Zell's Encyclopedia, p. 334.

4 **Don't** forget that no teacher experiences so much difficulty in enabling his pupils to comprehend a lesson, as he does in impressing it upon the memories after it has been explained.
Hughes's Mistakes in Teaching, p. 88.

5 **Don't** forget that definitions and principles stated in exact terms by the author cannot likely be improved by the student, and it is better therefore that such of these as are important be committed to memory. *Raub's Sch. Man.*, p. 54.

6 **Don't** forget that close attention is necessary to strengthen the memory and thus enable us to retain knowledge and recall it at will. *Raub's Sch. Man.*, p. 110.

7 **Don't** forget that there are certain portions of every text-book which must be committed, but one of the chief abuses of the text-book consists in committing everything verbatim, and attempting to recite in the exact language of the book.
Raub's M. of T., p. 54.

8 **Don't** forget that memory, like a piece of shining metal, shines more brightly the more frequently it is burnished.
Hughes's M. in T., p. 88.

9 **Don't** forget that sitting down immediately after a lesson to commit a task to memory is a bad plan, for the mind is not then in its most receptive state. *Fitch's Lectures on Teaching*, p. 131.

10 **Don't** forget that when selections are memorized they should be short, and only such as contain valuable sentiments clothed in the best of language. *Raub's Meth. of Teach.*, p. 115.

11 **Don't** forget that committing to memory senseless rhymes which will not be forgotten when we want to rid ourselves of them is not only useless, but also mischievous.
Raub's M. of T., p. 115.

12 **Don't** permit a pupil to commit an answer to memory and repeat it without fully understanding it. *Raub's S. M.*, p. 129.

13 **Don't** permit rote learning. Only that which is understood may be committed to memory. *Quick's Essays on Ed. R.*, p. 56.

14 **Don't** make too much of sensational memory. Develop intellectual memory. Interest children in what they learn. Set them to thinking. *R. H. Quick.*

15 **Don't** forget that memories are often weak and that repetition is the teacher's sheet-anchor.
Payne's Lectures S. and A. of Ed., p. 8.

16 **Don't** forget "*the three A's*" which form the key to successful memory culture—Attention, Arrangement, Association.
R. H. Quick.

17 **Don't** forget that, to many, the morning when the mind is fresh is the best time to commit a task to memory.
Fitch's Lect. on Teach., p. 131.

18 **Don't** forget that however well anything is learned for the time being, it will fade away and pass into oblivion if not called up again and again. *Swett's Meth. of Teach.*, p. 94.

19 **Don't** fail to require pupils to commit to memory gems of thought.
Coombs's School Management, p. 121.

20 **Don't** neglect the best way to cultivate memory. You must lead pupils to feel an interest in what you wish them to remember.
Brooks's Nor. Meth., p. 43.

21 **Don't** forget that pupils should be trained to think and investigate for themselves. It is the only way to make thorough scholars. *Coombs's Sch. Man.*, p. 62.

22 **Don't** fail to see that the child fully comprehends what it commits to memory. *Coombs's S. M.*, p. 121.

23 **Don't** allow pupils to commit to memory, where they ought simply to comprehend. *Raub's S. M.*, p. 110.

24 **Don't** forget that the fundamental property of memory, called by psychologists retentiveness, underlies all acquisition. The cultivation of the memory on all sides must ever remain a chief part of the teacher's work.
Cyclopedia of Education, p. 213.

25 **Don't** forget Dr. Raub's suggestions on the culture of memory: 1. Attention is the key to memory. 2. Memory is strengthened by use. 3. The memory should be trusted. 4. Interesting knowledge aids memory culture. 5. The laws of association aid the memory. 6. Repetition aids the memory. 7. Methodical arrangement aids the memory. 8. Memorizing choice selections of prose or poetry aids the memory. 9. Original thought aids the memory. 10. Clear comprehension aids the memory. *Raub's S. M.*, p. 410.

EXAMINATION

1 **Don't** forget that a school examination is a good servant but a bad master. When rightly managed, good results are obtained; when unwisely managed, it becomes a crude instrument of torture. *Baldwin's Art of School Man.*, p. 360.

2 **Don't** mark so frequently that the pupils will strive to recite for the marks they get. *Raub's School Management*, p. 148.

3 **Don't** fail to teach properly and to examine wisely, to test results. What an eye-opener a searching written examination would be in schools where teachers talk and explain much, and the pupils recite very little! *White's Pedagogy*, p. 197.

4 **Don't** worry your pupils by telling them constantly that they are likely to fail. *Raub's S. of M.*, p. 144.

5 **Don't** classify and promote on examination percentages alone. *Raub's Sch. Man.*, p. 143.

6 **Don't** stuff pupils for examination. Such teaching is wrong. Instead of developing, it dwarfs. Pupils properly taught are always prepared for examination. *Baldwin's Art of S. M.*, p. 362.

7 **Don't** let any part of the preparation for examination be considered exceptional, but incorporate the whole of it, as far as possible into the daily programme of the school. *Fitch's L. on T.*, p. 171.

8 **Don't** make examinations instruments of torture, nor a stimulus to cramming. Confine them to what the pupil ought to know and ought to be able to do. No puzzles or "catch questions" are admissible. *Baldwin's Art of S. M.*, p. 361.

9 **Don't** undertake to prepare the pupils of your school for more than one extended examination, and make sure that the scheme selected corresponds to your own aim and ideal of school-work. *Fitch's Lect. on Teach.*, p. 170.

10 **Don't** mark on technicalities or book-language but on general questions and general principles. *Raub's S. M.*, p. 147.

12 **Don't** abuse the system of examinations. Restrict the examination to few subjects, and ask only such questions as call for method in their answer rather than fact. *Cyclopedia of Education*, p. 116.

13 **Don't** in examinations, dwell on particulars; examine only on the main points. *Raub's Sch. Man.*, p. 143.

14 **Don't** mark examination papers on anything but merit alone. Have no favorites. *Raub's S. M.*, p. 147.

15 **Don't** forget that examinations should be a means, not an end. The aim is to test mental power and the mastery of principles; to stimulate thought, and deepen and widen knowledge.
Baldwin's Art of S. M., p. 360.

16 **Don't** forget that cross-examinations of teachers by pupils, or pupils by teachers, are valuable and interesting.
Mason's 1000 *Ways*, p. 127.

REVIEW

1 **Don't** fail to review, review, review, carefully, thoroughly, repeatedly, with fresh consideration and thought.
Baldwin's Art of School Management, p. 351.

2 **Don't** forget that the thorough mastery of one lesson generally depends upon the preceding lesson having been well learned.
Cyclopedia of Education, p. 35.

3 **Don't** fail to review every day, or much will be lost.
DeGraff's School-Room Guide, p. 336.

4 **Don't** fail to review, review, review, if you would prepare your classes for examination and for business life.
Orcutt's Teacher's Manual, p. 137.

5 **Don't** fail to observe how nature teaches. Action! Action! is her maxim of training; and things! things! are the objects of her lessons. Her pupils learn to do by doing. She gives no grammar of seeing, and hearing. She adopts much repetition, and bides her time. *Payne's Lectures*, p. 55.

6 **Don't** teach simply for examination, but teach in a manner that what you teach may sink into your pupils' minds, and stay there for life. Review daily.
Hoose's Meth. of Teach., p. 171.

7 **Don't** think that one teaching of the subject will be sufficient. It is not only necessary to repeat but to review.
Hughes's Mistakes in Teaching, p. 87.

8 **Don't** forget that good methods of teaching provide for reviews of each subject taught, to gather up and fasten the important facts in the pupil's mind.
Calkins's Manual of Object Teaching, p. 81.

9 **Don't** fail to have a brief review of the preceding lesson as a prelude to the lesson of the day. *DeGraff's S. R. G.*, p. 314.

10 **Don't** forget that the most valuable reviews are those which are held daily. They are in some respects more beneficial than a formal examination. *Raub's S. M.*, p. 144.

WHISPERING

1 **Don't** allow whispering or the writing of notes. Whispering is the source of all evils in the school. The only safe rule is prohibition. *Hoffman's Methods of Teaching*, p. 235.

2 **Don't** forget that whispering during study hours is an unmitigated evil, and those who permit it make a grievious error. *Hughes's Mis. in Teach.*, p. 27.

3 **Don't** grant permission to speak, unless at times set apart for that purpose. *Baldwin's Art of School Man.*, p. 148.

4 **Don't** allow a pupil repeatedly guilty of communication the privilege of recitation. *Baldwin's Art of S. M.*, p. 162.

5 **Don't** allow one pupil to over-burden another by asking him questions intended for the teacher. *Northend's Teacher's Assistant*, p. 323.

6 **Don't** grant permission to speak. Say firmly "No," thus training your pupils to the habit of non-communication. *Baldwin's Art of Sch. Man.*, p. 149.

7 **Don't** allow any communication by means of writing or voluntary signs. *Baldwin's Art of S. M.*, p. 140.

8 **Don't** forget that the best method of checking whispering is to give the pupils all they can do, and then to watch them and see that they do it. *Mason's* 1000 *Ways*, p. 148.

9 **Don't** think absolute silence possible or necessary in the schoolroom. *Hoffman's Meth. of Teach.*, p. 234.

10 **Don't** allow whispering on the plea of "allowing pupils to assist each other." Whispering cannot be restricted to the limit named, nor can children teach each other. *Hughes's M. in T.*, p. 27.

11 **Don't** make too many rules about whispering. It is one of the puzzling questions of school-management. Pupils will whisper, and rigid rules only make them deceitful. But pupils should understand that they must not whisper except when permission has been granted. *Raub's Sch. Man.*, p. 188.

12 **Don't** forget that whispering is best subdued by requests. The the teacher may with profit give a whispering recess of a minute or so every hour, as an escape-valve. *Raub's S. M.*, p. 188.

13 **Don't** make a hobby of "No Whispering." With plenty of work, occasional whispering recesses, and a live teacher, this vexed question solves itself. *DeGraff's School-Room Guide.*

COURTESY

1 **Don't** fail to teach your pupils to be polite to you and to one another. *Giffin's Way to Teach*, p. 34.

2 **Don't** indulge in anything inconsistent with true politeness. *Mason's* 1000 *Ways*, p. 73.

3 **Don't** fail to have a few kind words of welcome for your pupils each morning. The teacher should be a model of decorum. *Baldwin's Art of Sch. Man.*, p. 153.

4 **Don't** forget that the encouragement of a manly and womanly spirit among your pupils is often more important than the things they learn from books. *Mason's* 1000 *Ways*, p. 144.

5 **Don't** fail to convince your scholars by your conduct that you are their friend. *Page's T. and Prac. of Teaching*, p. 361.

6 **Don't** hesitate to ask the pardon of a pupil or class that you have accused wrongfully. *Giffin's Way to Teach*, p. 29.

7 **Don't** listen to tales from your pupils in regard to their former teacher. *Coombs's School Management*, p. 75.

8 **Don't** think that confidence can be gained in any other way than by friendliness. *Currie's C. S. Ed.*, p. 196.

9 **Don't** make a pupil lose his own self-respect, or expose him to contemptuous remarks by his companions. *Hughes's Mistakes in Teaching*, p. 73.

10 **Don't** neglect the courteous greeting of your pupils. *Gill's Sch. Man.*, p. 49.

11 **Don't** fail to cultivate sentiments of justice, kindness, forbearance, and courtesy. *DeGraff's School-Room Guide*, p. 336.

12 **Don't** forget that the best preservative against wrong is to inspire the mind with allegiance to right. *Currie's Common School Education*, p. 151.

13 **Don't** fail to exemplify in the school-room, so far as possible, every direction in manners. The polite phrases of society should be used by the teacher to the pupil and vice versa. *Dewey's How to Teach Manners*, p. 20.

14 **Don't** forget that in the discipline of the school, when children have had training in good manners, the question "Is this polite?" is often more effectual than a severe reprimand. *Dewey's H. to T. Manners*, p. 20.

15 **Don't** forget that a polite request is at any time more refining and effective than a stern command. Instead of saying "Do this" or "Do that," make a practice of saying "Will you kindly do this," or "Please do that." *Dewey's Manners*, p. 17.

HOW TO STUDY

1 **Don't** leave your pupils to grope their way. Train them in right methods of study: 1. Read the lesson carefully to get its general scope. 2. Master the leading features of the lesson. 3. Study details and illustrations.
Baldwin's Art of School Management, p. 249.

2 **Don't** fail to have tools to work with: 1. The dictionary stands first. 2. Other reference books. A good encyclopedia is invaluable. 3. Objective helps—nature's method. 4. Outlines of Subjects. Ideas are associated in logical relation.
Currie's Common School Education, p. 297.

3 **Don't** simplify or dilute the subject too much for your pupils. Hard study is healthy. It develops mental vigor, and prepares for practical life, as nothing else will. *Prof. F. T. Kemper.*

4 **Don't** disturb pupils while studying. Prohibit all unnecessary interruptions. Whatever distracts attention should be avoided, for *attention* is the key to success in study. *R. H. Quick.*

5 **Don't** forget that self-application is the only condition of sound learning. Study is mental gymnastics, systematic thinking. It is necessary to mental growth and strength.
Orcutt's Teachers' Manual, p. 74.

6 **Don't** forget that close and continuous attention is necessary to success in study. Start right. Adopt right methods of mastering a subject. Then concentrate, focalize the mind upon it, forget all else, work like a Trojan, and the victory is won.
Carlyle.

7 **Don't** fail to have pupils study systematically both as to time and method. "Method is everything," says Everett. One who knows how to study can accomplish much more in less time than one who lacks system and concentration of thought.
Baldwin's Art of School Man., p. 288.

8 **Don't** hurry too much. Be thorough. Grasp principles. Think vigorously, clearly, and independently. Study to know, not to recite. Use what you learn, and it is yours.
Raub's S. M., p. 110.

9 **Don't** permit loud study. Suspend exercises until quiet. Train pupils to study with closed lips.
DeGraff's School-Room Guide, p. 309.

10 **Don't** fail to teach proper habits and methods of study, and correct whatever is faulty. Form correct habits of thinking and doing. *DeGraff's S. R. G.*, p. 312.

ATTENDANCE

1 **Don't** fail to impress upon pupils and parents the fact that without regularity of attendance satisfactory progress is impossible. Each lesson depends more or less on the preceding lesson and the pupil who misses the first is likely to be incapable of benefiting by the second. *Cyclopedia of Education*, p. 53.

2 **Don't** fail to encourage regularity of attendance: 1. Interest pupils. Show the value of each day. Teach well. 2. Interest parents. 3. Inflict necessary punishments. Irregularity is a serious evil. If it becomes chronic, it may work forfeiture of seat, position in class. *Baldwin's Art of S. M.*, p. 361.

3 **Don't** allow absenteeism, if possible to avoid it. Irregular attendance is not only of no profit to the pupil concerned, but a positive injury to the other pupils of the school or class. *Dictionary of Education*, p. 2.

4 **Don't** forget that regularity of attendance is, within certain limits, a criterion of the efficiency of your management and instruction. Pupils who are interested attend regularly as a rule. *Dic. of Ed.*, p. 2.

5 **Don't** forget that regularity and punctuality of attendance are indispensable to the success of a school. Necessity alone can justify absence. The teacher should call for a written excuse. *Northend's Teacher's Assistant*, p. 333.

6 **Don't** allow a scholar to join his classes until he recites all his back lessons. A scholar tardy to-day without excuse, loses his seat to-morrow. *Mason's* 1000 *Ways*, p. 163.

7 **Don't** fail to make tardiness unpopular. Have each tardy pupil step to the board and write his name and number of minutes late. *Mason's* 1000 *Ways*, p. 165.

8 **Don't** fail to reduce tardiness and absenteeism to a minimum. Make the tardy pupil figure up, if he can, the total time lost, if the school had been as late as he. Also its value at 20 cents per hour. *Mason's* 1000 *Ways*, p. 168.

9 **Don't** fail to show pupils that the best work can be done only when they are regular in daily attendance at school. A system of graduation for rural schools should be adopted. It would be a powerful incentive to regular attendance and diligent study. *Raub's School Management*, p. 149.

10 **Don't** fail to talk kindly with a scholar, learn the true cause of his absence or tardiness, and show an earnest, unselfish interest in his welfare. Have a "Roll of Honor" for names of those who are not absent or tardy. *Mason's* 1000 *Ways*, p. 171.

CLASSIFICATION

1 **Don't** fail to organize and classify your school as well as circumstances will permit. The greatest intrinsic disadvantage of country schools is the lack of a proper system of grading.
Johonnot's Principles and Practice of Teach., p. 373.

2 **Don't** forget that everything depends on thorough organization. Classify as well as possible from the information at hand. If objections arise or mistakes are made, do not act rashly. Re-examine pupils, consult parents and if need be, modify your course. *Orcutt's School Keeping*, p. 41.

3 **Don't** fail to assign each pupil to his appropriate sphere, where he will work easily and successfully, with his time fully occupied. Have as few classes as possible.
Orcutt's Teachers' Manual, p. 17.

4 **Don't** forget that good organization enables both pupils and teacher to do the greatest amount of work. Nothing in the teacher's art deserves more careful attention.
Currie's Common School Education, p. 129.

5 **Don't** forget that the seeds of failure are frequently sown the first hour of the first day. Have a plan of organization all thought out. Adopt a temporary classification first. Then make changes as required. *DeGraff's School-Room Guide*, p. 294.

6 **Don't** classify too high. Let merit be the test. Permit only as many branches as can be studied well, but be careful not to awaken the opposition of either the pupils or their parents.
Raub's S. M., p. 72.

7 **Don't** forget that classification can not be done by machinery. Study your pupils. Promote and demote as found necessary. Complete permanent classification during first week.
Baldwin's Art of Sch. Man., p. 101.

8 **Don't** encourage one-sided development. The several branches should be kept abreast. Reading and arithmetic are made the basis of classification. *Baldwin's Art of S. M.*, p. 100.

9 **Don't** have too many classes—organize as few as are consistent with good grading. Medium sized classes are best—say 10 to 30 pupils. *Baldwin's Art of S. M.*, p. 100.

10 **Don't** fail to carefully classify or group your pupils in classes according to capacity or advancement. Proper classification enables the teacher to estimate the comparative progress of his pupils, makes teaching more effective, economizes time, stimulates pupils, cultivates attention. *Raub's S. M.*, p. 68.

PROGRAMME

1 **Don't** fail to adapt your programme to the school. Specific employment must be provided for each pupil during the entire day. Study, recitation, and recreation need to be wisely proportioned. *Baldwin's Art of School Man.*, p. 255.

2 **Don't** allow less than ten minutes to a recitation. Shorter recitations simply waste the time of both pupils and teacher. Take time for thorough work, but do not let the recitation exceed thirty minutes. *Baldwin's Art of S. M.*, p. 256.

3 **Don't** fail to arrange your programme so that each pupil will have a recitation during each of the school hours. Provide alternation of study and recitation. *Baldwin's Art of S. M.*, p. 257.

4 **Don't** fail to group classes in the same or related subjects. One hour to arithmetic, one to reading, one to spelling, etc., the whole school, as nearly as practicable, being engaged on the same subject. *Baldwin's Art of School Man.*, p. 257.

5 **Don't** forget that a good programme wisely used quadruples the efficiency of the schools, especially ungraded schools. But it takes a qualified teacher to adopt and adapt it.
Baldwin's Art of School Management, p. 263.

6 **Don't** try to work by a stereotyped programme or course of study. Others may state the principles which should guide. You must digest, arrange, adapt. *Baldwin's Art of S. M.*, p. 273.

7 **Don't** fail to provide a well-arranged programme in which a definite period is fixed for each class-recitation, for every intermission, for interruptions, and for study.
Raub's Sch. Man., p. 143.

8 **Don't** allow any hobby, or any class, or grade of pupils to take too much time. All pupils and all studies should have their proportionate share of time and attention. *Raub's S. M.*, p. 73.

9 **Don't** fail to draw up a programme or plan of work. It lessens the labor of teaching, and makes the work more systematic and effective. *DeGraff's School-Room Guide*, p. 295.

10 **Don't** be a slave of routine. Stick to some general purpose and plan, but secure the greatest possible variety of ways and means. *Swett's Meth. of Teach.*, p. 95.

11 **Don't** try to get along without a definite system of work. I can not tell you how much a school gains in method, in discipline, and in general efficiency, by closely adhering to a thoroughly well considered time-table.
Fitch's Lectures on Teaching, p. 64.

GENERAL NOTES

1 **Don't** regard your school as a kind of grist-mill, into whose "hopper" the grist is poured and all ground out together. But have regard for capacity, age, attainments, and individual needs. *Orcutt's School Keeping*, p. 138.

2 **Don't** have a hobby, but give appropriate time and attention to every study laid down in the prescribed course of instruction. *Swett's Meth. of Teach.*, p. 83.

3 **Don't** be moody and variable. If you let down the bars to-day, the scholars will leap the fences to-morrow, and snap their fingers at all barriers the day after. *Orcutt's Teacher's Manual*, p. 21.

4 **Don't** forget that a good method of teaching favors self-teaching. If in accordance with nature it comprises Analysis and Synthesis. *Payne's Lectures*, p. 77.

5 **Don't** fail to think out your methods before-hand. Make each exercise attractive. Illustrate fully. *DeGraff's S. R. G.*, p. 335.

6 **Don't** forget that the several parts of our nature grow in strength by exercise, suitable in kind and in amount. *Currie's Common School Ed.*, p. 6.

7 **Don't** forget that definite ideas must originate as abstractions from perceptions. If they do not thus originate, they are not the product of one's own mental activity, but simply the assent of the understanding to the ideas of others. *Fræbel.*

8 **Don't** forget that the primary principle of education, is the determination of your pupils to self-activity. *Raub's Meth. of Teach.*, p. 22.

9 **Don't** forget that it is a peculiarity of school education that it must be conducted so as to act upon large numbers simultaneously. *Currie's C. S. Ed.*, p. 9.

10 **Don't** expect even with the very best teaching to make good scholars out of all your pupils. *Swett's M. of T.*, p. 88.

11 **Don't** expect your pupils to know as much as you do, and do not call them dull or stupid because they fail in things that seem easy to you. *Swett's M. of T.*, p. 89.

12 **Don't** encourage precocious children by rapid promotion or over-praise; rather hold them in check. *Raub's Sch. Man.*, p. 42.

13 **Don't** forget it is your duty to call into activity the observation, industry, love of learning, capacity for independent self-control, of your pupils. *Orcutt's T. M.*, p. 10.

14 **Don't** forget that you *must* awaken interest. Cold iron can not be welded. Heat the iron and a few strokes do the work. *Interest is mental heat;* learning and memory are in proportion to the interest. No interest, no learning.
Baldwin's Art of School Man., p. 288.

15 **Don't** forget that a knowledge of the mental nature is of the greatest importance to the teacher. Study psychology, master the laws of the mind, and work intelligently.
Hoffman's Methods of Teaching, p. 14.

16 **Don't** fail to be thorough in the mastery of subjects. Let each lesson be a review of previous lessons. "Leave nothing unconquered behind." *Baldwin's Art of S. M.*, p. 289.

17 **Don't** use "bookish" language, nor ask long questions. Simple words and short, clear questions are best.
Cyclopedia of Education, p. 241.

18 **Don't** forget that human perfection is the grand aim of all well directed education. *Mason's* 1000 *Ways*, p. 73.

19 **Don't** forget that a successful teacher must understand human nature. He must analyze the cause of actions and appeal to those that are proper, and restrain the improper.
Coombs's Sch. Man., p. 63.

20 **Don't** deceive your pupils by holding impossibilities before them. You must fit them for life, not render them discontented.
Coombs's S. M., p. 69.

21 **Don't** forget that indirect help is best.
Payne's School Supervision, p. 71.

22 **Don't** introduce into the lesson any matter which the pupils cannot understand. *Wickersham's Methods of Instruction*, p. 158.

23 **Don't** fail to make use of Object Lessons. Make sure that the matter is not too hard, nor too easy; employ ample illustrations and experiments. *Cyclopedia of Education*, p. 241.

24 **Don't** forget that a child is a germ put into the hands of the educator, and it is his duty to supply the conditions necessary to its full development.
Wickersham's Methods of Instruction, p. 142.

25 **Don't** fail to attend to the moral education of your pupils. The most effective means are: Precepts, example, habit, exercise.
Dictionary of Education, p. 213.

26 **Don't** forget that before a child can gain any abstract ideas, as those of number, force, moral courage, some knowledge of concrete examples is necessary. *Cyclopedia of Ed.*, p. 2.

27 **Don't** forget that the child's physical, intellectual, and moral development alike depend on its self-activity.
Cyclopedia of Education, p. 6.

28 **Don't** forget that to do a little *well* is worth more than doing much *ill*. *Gill's School Man.*, p. 48.

29 **Don't** assign too long lessons. You can then count on thorough preparation. *Baldwin's Art of S. M.*, p. 329.

30 **Don't** forget that as a general rule, a teacher should be on the look-out for things to praise, rather than for things to blame. *Gill's S. M.*, p. 49.

31 **Don't** forget that order does not mean merely freedom from disorder. Law is perfect liberty to those who do right. It is only the violators who feel the limits of the law. *Hughes's How to Keep Order*, p. 250.

32 **Don't** think that stillness alone constitutes perfect order. Order is work systemized; duty done in the right way at the right time. *Hughes's Order*, p. 251.

33 **Don't** forget that it is easier to execute "our" rules than "my" rules. The teacher should be a constitutional ruler, not a tyrant. *Hughes's Order*, p. 277.

34 **Don't** make any more rules than necessary. They should be made incidentally, as occasions demand them. *Hughes's Order*, p. 279.

35 **Don't** forget that acquirements of every kind have two values—value as knowledge and value as discipline. *Spencer on Education*, p. 21.

36 **Don't** make it your object simply to call forth mere exhibitions of capacity for which nature has given special talent, but to educate the powers which are comparatively weak up to a state in which the whole mind may act harmoniously. *Currie's Common School Education*, p. 10.

37 **Don't** think that instruction is like water poured into a vessel; it is like food which must be digested. *Currie's Common School Ed.*, p. 62.

38 **Don't** forget the aim of education, viz: 1. To develop the intellectual faculties, so as to produce robustness of mind and habits of ready and acute thinking. 2. To furnish the mind with knowledge for use. 3. To impart skill in the use of instrumental knowledge. *Page's T. and Prac. of Teaching*, p. 102.

39 **Don't** lecture to your pupils until you have somehow first kindled in them a living desire to know. *Page's T. and P. of T.*, p. 134.

40 **Don't** fail to adapt the subject and the matter of the lesson to the capacity of the children to be taught. *Raub's Meth. of Teach.*, p. 22.

41 **Don't** forget that the secret of developing the faculties is to give them much to do, and much inducement to do it. *Swett's M. of T.*, p. 6.

42 **Don't** tie to any one author. Use several text books. Get the views of different authors as you advance. In that way you can plow a broader furrow. *Garfield.*

43 **Don't** forget that there are three wicks to the lamp of a man's life: brain, blood, and breath. Keep them all in trim. *Holmes.*

44 **Don't** forget that every piece of knowledge, honestly acquired turns out to have unexpected relations with much other knowledge. *Fitch's Lectures on Teaching*, p. 384.

45 **Don't** push to extremes those who are gifted by nature with great power of memory. Study your pupils. Restrain, or encourage, or push, as the case requires. *Swett's M. of T.*, p. 61.

46 **Don't** anticipate difficulties, and seek to exemplify and explain everything, and in this way leave the scholar too little to do for himself. *Fitch's L. on T.*, p. 142.

47 **Don't** mistake the readiness of a few clever children who are prominent in answering for the intellectual movement of the whole class. *Fitch's L. on T.*, p. 162.

48 **Don't** forget that it is what a child *does for himself* and *by himself*, under *wise* guidance, that educates him. *Swett's M. of T.*, p. 6.

49 **Don't** be a spy, still be vigilant. Avoid showing anger; be patient; be cheerful; avoid controversy with pupils; have confidence in your work; cultivate orderly habits; be impartial; unite firmness with kindness. *Raub's Sch. Man.*, p. 147.

50 **Don't** act rashly in the matter of classification. At first you may adopt your predecessor's classification, letting it be known that it may be only temporary, and is subject to change. Age and scholarship or average ability, are the chief criteria on which to base classification. *Raub's S. M.*, p. 68.

51 **Don't** promote too rapidly. There should be no hurry or cramming. Thorough proficiency is the proper basis. *Dictionary of Education*, p. 260.

52 **Don't** fail to make your rules and methods plain to your pupils and show that they were adopted solely for the general good of the school. *Dic. of Ed.*, p. 39.

53 **Don't** exhaust the vitality of weak, nervous, brilliant, ambitious children by too rapid promotion. *Swett's M. of T.*, p. 35.

54 **Don't** permit untruthfulness. 1. Find out the cause, whether ignorance, thoughtlessness, selfishness, or innate tendency. 2. Point out the effect: loss of reputation, character, and conscience. Cultivate honor. *DeGraff's S. R. G.*, p. 310.

55 **Don't** excuse a class until the pupils give you in their own language the leading, salient points of the lesson—a summary, or digest of the whole. *DeGraff's S. R. G.*, p. 316.

56 **Don't** forget these five ways of correcting special offences: 1. By suggestion, advice, admonition. 2. By reproof—make it unpopular. 3. By restraint of personal liberties. 4. By separation of seat-mates. 5. By printed reports to parents.
DeGraff's S. R. G., p. 308.

57 **Don't** fail to have appropriate apparatus for every stage or grade of school instruction. *Dictionary of Education*, p. 24.

58 **Don't** become a gossip-hunter. If need be, listen to what the tattlers have to say, but I caution you not to allow such idle words to create a prejudice against or to influence your actions toward any of your pupils or their parents. Don't depend on *heresay*. *Orcutt's School Keeping*, p. 67.

59 **Don't** fail to use right methods. The three words *awaken*, *instruct*, *impress*, suggest the leading ideas to be kept in view.
Fitch's How to Teach, p. 55.

60 **Don't** forget that whether the teacher be polite and courteous, or brusque and uncouth; whether attired neatly, showily, or with slovenliness; whether his conversation be frivilous or profitable; whether his general deportment be sober or flippant—whatever his ways and habits, his scholars will watch him narrowly, and probably copy him closely.
Fitch's How to Teach, p. 61.

61 **Don't** forget that the Saxon element should predominate, when you are addressing children. The language of the Bible, and that of "Pilgrim's Progress" are models of Saxon simplicity and vigor. *Fitch's How to Teach*, p. 64.

62 **Don't** use a long word where a short one will do. Call a spade a spade. Avoid the habit of interlarding your English with Latin and French phrases. *Dean Alford.*

63 **Don't** crowd too many ideas, much less too many *topics*, into a single exercise. *Fitch's How to Teach*, p. 63.

64 **Don't** underestimate the true value of method. The lesson may be compared to an arrow shot at a mark. The bow may be strong and elastic, the arm of the archer powerful, and his aim true; the arrow straight, sharp, and well-feathered; yet, if the wrong end be directed forward the missile will fall useless to the ground. *Fitch's How to Teach*, p. 65.

65 **Don't** forget that when the desire of knowledge is once awakened, the work of teaching becomes easy. *Raub's S. M.*, p. 68.

66 **Don't** forget that it is not well in laying down a school rule to say anything about the penalty which will fall upon those who transgress it. Don't threaten. *Fitch's L. on T.*, p. 94.

67 **Don't** forget the Delphic precept, "Know thyself." It is not only the door to philosophy but to all knowledge of human action and experience. *White's Elements of Pedagogy*, p. 10.

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